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| **EYFS Curriculum Topics** | |
|  | Pentecost 2 | |
| **EYFS Topics** | Find my pattern | |
| **EYFS Statements related to Mathematics** | Have a deeper understanding of number to 10, including the composition of number.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | |
| **Core Knowledge (White Rose)** | **Consolidate**  Subitising to 10  To count forwards and backwards to 10.  To compare and order numbers to ten.  To recognise double as twice as many.  To build doubles using concrete objects.  To sort doubles and non-doubles.  To recognise and make equal groups.  To recognise that some objects are left over when they share or group and make suggestions what to do with them.  To recognise that some quantities can be shared into two equal groups and some cannot. | |
| **EYFS Topics** | On the Move | |
| **EYFS Statements related to Mathematics** | Explore and represent patterns within numbers up to 1 | |
| **Core Knowledge (White Rose)** | **Consolidate**  Subitising to 10  To count forwards and backwards to 10.  To compare and order numbers to ten.  To recognise the relationship between numbers and shape.  To create a wide range of repeating patterns and symmetrical constructions.  To use positional language to describe the relationship between objects.  To compare similarities and differences between objects through matching and sorting.  To copy, continue and create repeating patterns  To make maps and plans to represent places and see where things are in relation to other things. | |

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| **Year 1** | **Pentecost 2** |
| **Topic** | **Place Value (2 Weeks)**  **Money (1 Week)**  **Time (2 Weeks)** |
| National Curriculum | Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number  Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s  Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least  Recognise and know the value of different denominations of coins and notes  Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s  Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)  Recognise and use language relating to dates, including days of the week, weeks, months and years  Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds)  Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times |
| Core Knowledge (White Rose) | To count from 50 to 100  To count in tens up to 100  To partition numbers into tens and ones  To count and identify numbers on a number line (up to 100)  To calculate one more and one less up to 100  To compare numbers up to 100  To recognise, count and compare coins and notes.  To describe,  sort and order events.  To recognise and order the days of the week  To recognise and order the months of the year  To solve problems involving the days of the week and months of the year  To tell the time to the nearest hour  To tell the time to the half hour To write time using hours, minutes and seconds |
| Skills | Count up to 100  Count in steps of 10  Use a number line  Identify tens and ones  Use a place value chart  Use part whole models  Using a calendar  Using a clock |
| Vocabulary | Count forwards backwards number tens ones partition place value chart part whole model  Less than greater than complete missing  Coin note coin and note names value amount compare  Days of the week, Months of the year clock face hand hour minute second before after morning evening night afternoon o’clock half past |

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| **Year 2** | **Pentecost 2** |
| **Topic** | **Statistics (2 Weeks)**  **Position and Direction (2 Weeks)** |
| Core Knowledge  (National Curriculum) | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables  Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  Ask and answer questions about totalling and comparing categorical data  Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |
| Core knowledge  White Rose | To create, read and interpret tables.  To create, read and interpret tally charts  To create, read and interpret block diagrams  To interpret and draw pictograms to represent data. (2,5 and 10) To solve problems by interpreting pictograms. (2,5 and 10)  To describe the position of objects and shapes using the language of position and direction.  To identify the position of objects and shapes based on different starting positions.  Use the language of movement to describe movement in a straight line.  To describe turns  To describe and create patterns that involve changes in direction and turn |
| Skills | Read tables and charts of different varieties  Use tallies |
| Vocabulary | More less altogether total difference tally tallies tally chart pictogram represent column row horizontal vertical popular most popular least popular block diagram  Forwards backwards left right top bottom on top underneath above below direction turn half turn quarter turn three quarter turn full turn clockwise anti-clockwise facing opposite pattern |

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| **Year 3** | **Pentecost 2** |
| **Topic** | **Shape (2 Weeks)**  **Statistics (2/3 Weeks)** |
| Core Knowledge  (National Curriculum) | Recognise angles as a property of shape or a description of a turn  Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle  Measure the perimeter of simple 2-D shapes  Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  Identify horizontal and vertical lines and pairs of perpendicular and parallel lines  Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  Interpret and present data using bar charts, pictograms and tables  Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables |
| Core Knowledge  (White Rose) | To make and describe turns, and recognise them as angles  To identify a right angle and their relationship with turns  To compare angles  To measure and draw accurately in cm and mm  To recognise and draw horizontal and vertical lines  To find and identify parallel and perpendicular lines  To recognise and describe 2d shapes  To draw polygons  To recognise and describe 3d shapes  To make 3d shapes  Interpret pictograms Draw pictograms  Interpret bar charts  Draw bar charts  Collect and represent data  Read and interpret two-way tables |
| Skills | Measure and draw accurately with a ruler  Complete grids and charts  Read a clock  Read a compass  Read and raw tallies  Add and subtract using formal methods |
| Vocabulary | Direction turn clockwise anti-clockwise quarter turn half turn three quarter turn full turn right angle north south east west compass acute obtuse angle more less centimetre millimetre horizontal vertical perpendicular parallel polygon 2d shape 3d shape vertices faces edges sides surfaces curved straight  Pictogram key value symbol equal to data represent bar chart x-axis y-axis greatest most least difference popular information table |

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| **Year 4** | **Pentecost 2** |
| **Topic** | **Shape (2 Weeks)**  **Statistics (1 Week)**  **Position and Direction (2 Weeks)** |
| Core Knowledge  (National Curriculum) | Recognise angles as a property of shape or a description of a turn (Y3)  Identify acute and obtuse angles and compare and order angles up to two right angles by size  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes  Identify lines of symmetry in 2-D shapes presented in different orientations  Complete a simple symmetric figure with respect to a specific line of symmetry  Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs  Describe positions on a 2-D grid as coordinates in the first quadrant  Describe positions on a 2-D grid as coordinates in the first quadrant  Plot specified points and draw sides to complete a given polygon  Describe movements between positions as translations of a given unit to the left/right and up/down |

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| Core Knowledge  (White Rose) | Understand angles as turns  Identify angles  Compare and order angles  Identify and compare characteristics of triangles  Identify and compare characteristics of quadrilaterals  Identify and compare characteristics of polygons  To identify and draw lines of symmetry in any direction  To complete a symmetrical figure in any direction  Interpret charts  Use discrete data for comparison, to find the sum and the difference between values.  Interpret line graphs  Draw line graphs  Describe position using coordinates  Plot coordinates  Draw 2d shapes on a grid  Translate on a grid  Describe translation on a grid |
| Skills | Draw accurately with a ruler  Use mirror  Recognise 2d shapes  Use and read charts and tables |
| Vocabulary | Turn half turn quarter turn three quarter turn clockwise anti-clockwise direction facing angle right angle acute obtuse right angle north south east west compass greatest smallest quadrilateral polygon 2d shape names isosceles scalene equilateral symmetry symmetrical line of symmetry vertices vertex  Pictogram symbol represent key chart table data bar chart line graph axis x-axis y-axis compare difference sum total altogether plot scale labels  Coordinate plot plotting points position turn translate translation |

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| **Year 5** | **Pentecost 2** |
| **Topic** | **Negative numbers (1 week)**  **Converting units (2 Weeks)**  **Volume (1 Week)** |
| Core Knowledge  (National Curriculum) | Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero  Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]  Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints  Solve problems involving converting between units of time  Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity  Estimate volume and capacity [for example, using water] |
| Core Knowledge  (White Rose) | Understand and use negative numbers  Count through zero in 1’s  Count through zero in multiples  Compare and order negative numbers  Find the difference between numbers (negative – negative, negative positive)  Read use and convert measures   * Kg to g * Km to m * ml and L * mm and m   Convert units of length  Convert between metric and imperial measures  Convert units of time  Calculate with timetables  Measure volume in cubic centimetres  Compare volume  Estimate volume  Estimate capacity |
| Skills | Use a number line  Count reliably  Use and read a thermometer  Read timetables  Read and interpret graphs and charts  Multiply by 10, 100 and 1000  Use symbols < > = |
| Vocabulary | Positive negative warmer colder Celsius freezing temperature represents sequence forwards backwards  Kilogram kilometre metre millimetre centimetre millilitre litre convert length weight distance compare multiply divide unit of measure approximately pounds inches pints imperial metric years months days weeks hours minutes seconds timetable blank 24 hour clock 12 hour clock difference  Volume measure capacity cubic centimetre greater smaller estimate |

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| **Year 6** | **Pentecost 2** |
| **Topic** | **Expected run over due to SATs and SATs preparation.** |
| Core Knowledge  (National Curriculum) | TBC \_ Consolidation – Run over due to SATS/Residentials |

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| Core Knowledge  (White Rose) | TBC \_ Consolidation – Run over due to SATS/Residentials |
| Skills | TBC \_ Consolidation – Run over due to SATS/Residentials |
| Vocabulary | TBC \_ Consolidation – Run over due to SATS/Residentials |