

Abbey Court School Mathematics Curriculum Map

Key: Black – main class topic (Primary only); **Blue – Mathematics scheme of work;** Green – References to Abbey Court Mathematics curriculum and National curriculum programme of study); **Red – suggested educational visit/enrichment activity**

NB: Due to the skills based nature of Mathematics, Schemes of Work and coverage plans will be used in conjunction with teacher assessment, vocabulary mats, progression maps, The Engagement model, P 'level descriptors and the National Curriculum Programme of Study for Mathematics to ensure individual learning needs are met and progress is made.

CLASS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 (KSI)	'Under the Sea'	'Great Fire of London'	'The Senses'	'The Weather'	'Indian Experience'	'On the Farm'
	Number and Capacity	Shape, Space and Measure	Sorting and Classifying	Number	Money	Continued development and assessment of Key Mathematical skills.
	<p>Shape, Space and Measure (Capacity): Compare, describe and solve practical problems for: Mass/Weight, Capacity and volume</p> <p>Number: Development of counting principles Count to and across 10 beginning with 0 or 1, or from any given number Show awareness of quantity changes and begin to count, read and write numbers 1-10</p>	<p>Shape: Explore, recognise and name common 2D shapes (exposure to 3D language when naming 3D objects)</p> <p>Space and measure: Experience, explore and describe position, direction and movement</p> <p>Use and respond to positional language appropriately</p> <p>Notice changes. Use emerging mathematical language to describe shape, size and colour of buildings and bridges.</p>	<p>Mathematical vocabulary: Notice and respond to changes in shape, size and quantity.</p> <p>Respond to changes in environment.</p> <p>Develop and use Mathematical vocabulary (learnt in terms 1&2) to sort and classify meaningfully. Describing shape, size, colour and number.</p>	<p>Number: Continued development of counting principles Notice changes in quantity. Use & respond to quantity language e.g. lots, none.</p> <p>Count to and across 10 beginning with 0 or 1, or from any given number</p> <p>Begin to count, read and write numbers 1-10</p> <p>Use a number line to explore 0-10. Identify examples on a thermometer. Use pictorial representations to record weather data.</p>	<p><i>Please see separate progression map for the development of key Money skills throughout the primary phase.</i></p>	<p><i>Please see separate progression map for the development of 'time' throughout the primary phase</i></p> <p>See Farm Curriculum Map for opportunities to use and apply skills.</p>
	Use of Hydrotherapy pool	Visits to look at different buildings including bridges		Use outdoor environments to experience weather	Visit to shops to experience exchanging money for desired items	Use of weekly Farm visit
Year 2 (KSI)	'Myself and My Family'	'Space'	'Musicals'	'Rochester'	'Viva Italia'	'The Jungle'
	Number, Time, Shape and pattern	Shape, Space and Measure	Number and Time	Patterns and shapes in the environment	Money	Continued development and

						assessment of Key Mathematical skills.
	<p>Number: Continued development of counting principles. Explore and experience manipulating quantity. Identify one more and one less</p> <p>Time: Compare, describe and solve practical problems for: time Sequence events in chronological order using language such as 'now' and 'next' Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Colour and pattern: Notice changes in patterns. Order and arrange combinations of mathematical objects in patterns and sequences.</p>	<p>Shape, Space and Measure: What is a sphere? Introduce and use ordinal language to order objects (planets) according to a range of criteria including size, shape, and distance from us.</p> <p>Use Comparative language to describe and compare planets by size e.g. bigger/smaller. Apply this language in other areas of learning (see vocabulary mats)</p> <p>Number: Continued development of counting principles Use and experience 'big numbers' in relation to distance of planets e.g. thousands, millions, trillions</p>	<p>Number: Engage in practical opportunities to manipulate quantity (adding and taking away) Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations</p> <p>Introduce ways in which we can record/show this. Read, write and interpret mathematical statements involving addition, subtraction, and equals (HA).</p> <p>Time: Compare, describe and solve practical problems for: time Sequence events in chronological order using language Recognise and use language relating to dates, including days of the week, weeks, months and years. <i>(see vocabulary mats)</i></p>	<p>Shape: Notice, explore and identify shapes in the world around us.</p> <p>Introduce key themes including symmetry, tessellation, and repeating patterns.</p> <p>Identify 2D and 3D shapes in environment – recording through photography. What is the difference between 2D and 3D?</p> <p>Compare and sort common 2D and 3D shapes and everyday objects</p>	<p><i>Please see separate progression map for the development of key Money skills throughout the primary phase</i></p>	<p><i>Please see separate progression map for the development of 'time' throughout the primary phase</i></p>
				Visit to Rochester to look at patterns in buildings		
Year 3 (KS2)	'How our bodies work'	'Florence Nightingale'	'African Experience'	'Romans'	'My Community'	'Inventions'
	Number and Measure	Independent topic: Colours, Shape and Days of the week	Independent topic: Number and money	Roman numerals and the number system	Money	Continued development and assessment of Key Mathematical skills.
	<p>Measure: Develop awareness of, Compare, describe and solve practical problems for: lengths and heights</p> <p>Recognise and use language relating to lengths and heights e.g. longer/shorter</p>	<p>Time: Continue to development understanding of time related language e.g. now and next.</p> <p>Order and name the days of the week, and months of the year. Use</p>	<p>Money: <i>See individual progression map for money.</i></p> <p>Begin to recognise and know the value of different denominations of coins</p> <p>Number/multiplication:</p>	<p>Number: Explore, recognise and respond to how we record quantity.</p> <p>Compare and match roman numerals to the modern number system</p>	<p><i>Please see separate progression map for the development of key Money skills throughout the primary phase</i></p>	<p><i>Please see separate progression map for the development of 'time' throughout the primary phase</i></p>

	<p>See <i>vocabulary mats</i></p> <p>Identify and represent numbers using objects and pictorial representations including the number line, more than, less than, most and least</p> <p>Number: Continued development of counting principles and individual progression in number skills</p>	<p>knowledge to support use of daily/weekly timetables</p> <p>Sorting and classifying: Identify, name and match colours and 2D shapes.</p> <p>Handling data: Interpret simple pictograms developing mathematical and comparative language.</p>	<p>Strengthen understanding of 5 counting principles</p> <p>Solve one step problems involving multiplication – through repeated addition</p>	<p>Represent and use number bonds and related subtraction facts within 20 (HA)</p> <p>Read, write and interpret mathematical statements involving addition, subtraction, and equals.</p> <p>Solve one step problems that involve addition and subtraction using songs, concrete objects and pictorial representations</p> <p>Count in steps of 2,3 and 5 from 0 (HA)</p>		
					Visiting the local community	
Year 4 (KS2)	‘Up and Away’	‘Chocolate’	‘Heroes and Heroines’	‘Vikings’	‘A Bugs Life’	‘Carnival of Rio’
	Number and measure	Money and Quantity	Time	Shape	Number and Data handling	Continued development and assessment of Key Mathematical skills.
	<p>Number: Continued development of counting principles Count read and write numbers, forwards and backwards Use ordinal numbers to 10 (HA)</p> <p>Measure: Notice the passing of time. Compare, describe and solve practical problems for time</p> <p>Measure and begin to record the following: Time (hours, minutes seconds) using sand timers, buzzers etc.</p> <p>Choose and use appropriate standard units</p>	<p>Money: Continue to explore the purpose of money e.g. exchange for desired item.</p> <p>Recognise and know the value of different denominations of coins</p> <p>Add and subtract one digit and two digit numbers to 20 to solve simple money problems Ask and answer questions about totalling. Recognise and use the symbols for pounds and pence. Combine amounts to make a particular value (HA)</p> <p>Measure: Solve simple problems in a practical context e.g.</p>	<p><i>Please see separate progression map for the development of ‘time’ throughout the primary phase</i></p>	<p>Shape: Engage with, recognise, match or name common 2D and 3D shapes including: rectangles, circles, triangles, cuboids, pyramids and spheres</p> <p>Draw 2D shapes and make 3D shapes using modelling materials.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences, noticing ‘same’ and ‘different’</p>	<p>Number/Data handling: Develop prior learning in sorting and classifying, data handling and measure by exploring different ways of recording their collected data on mini beasts. Select appropriate criteria.</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (HA).</p> <p>Ask and answer questions about totalling and compare simple categorical data.</p>	<p><i>Please see separate progression map for the development of ‘time’ throughout the primary phase.</i></p> <p><i>Please see separate progression map for the development of key Money skills throughout the primary phase Recap on the introduction of Data Handling for HA</i></p>

	to estimate and measure length and distance.	adding ingredients together to double a recipe.				
	Visit to bus stops, train stations. Can they find a timetable? Find the digital clock?	Local shops	Visit a local sundial		Weekly farm visit	
Year 5 (KS2)	‘Dinosaurs’	‘Woodlands’	‘Anglo Saxons’	‘Water, Water’	‘Down Under’	‘Back to the Future’ (Music, art, pop culture through ages)
	Data handling and comparative language	Number and Data Handling	Independent topic: Number, Money and shopping	Measure	Money	Assessment and continued development of Key Mathematical skills
	<p>Number: Continued development of counting principles and awareness of quantity. Count, read and write numbers to 20 in numerals</p> <p>Notice and explore change in quantity in practical situations. Experience and use language to describe change.</p> <p>Data handling: Interpret and construct simple pictograms and tally charts Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p>Number: Continued development of counting principles and awareness of quantity Counting and recording in the natural environment e.g. types of plant</p> <p>Statistics/data handling: Interpret and construct simple pictograms and tally charts Ask and answer questions about totalling and comparing categorical data. (HA)</p> <p>Read and write numerals to record results Identify, represent and estimate numbers using different representations, including the number line.</p>	<p>Money: <i>See individual progression map for money.</i></p> <p>Begin to understand value and cost using language such as ‘expensive’. Compare cost and value e.g. Which would cost more?</p> <p>Recognise and know the value of different denominations of coins</p> <p>Interpret mathematical statements involving addition and subtraction to solve simple money problems (HA)</p>	<p>Measure: Continue to develop understanding of how quantities can be manipulated and changed: Filling and emptying.</p> <p>Choose and use appropriate standard (and non-standard) units of measure to estimate and measure capacity (litres/ml to the nearest appropriate unit using measuring vessels</p> <p>Explore, identify, compare and order differences in volume/capacity. ‘more’, ‘less’, ‘full’ and ‘empty’. Record the results using <, > and = (HA) <i>See vocabulary mats</i></p>	<p><i>Please see separate progression map for the development of key Money skills throughout the primary phase</i></p>	<p><i>Please see separate progression map for the development of ‘time’ throughout the primary phase</i></p>
		Visit the local woodland area		Use of hydrotherapy pool		
Year 6 (KS2)	‘Volcanoes and Earthquakes’	‘Mini-Enterprise’	‘World War 2’	‘Healthy Living’ (Diet and Exercise)	‘American Experience’ (Wild West)	‘Fashion’

	Number, Measure and Data handling	Number, shape and Money	Number (rationing)	Fractions and measure	Money	Assessment and continued development of Key Mathematical skills
	<p>Measure/Number: Continued development of counting principles and number knowledge.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, more than, less than, most and least (See <i>vocabulary mat</i>)</p> <p>Compare and order numbers. Use < and > to describe more and less than. (HA)</p> <p>Recognise and use language relating to capacity, volume, time/speed, and mass/weight</p>	<p>Number and money (Also see money progression map):</p> <p>Use and apply individual skills in shape, colour and pattern to create items to sell.</p> <p>Solve practical problems with addition and subtraction:</p> <p>Using concrete objects and pictorial representations including those involving numbers, quantities and measures.</p>	<p>‘Do we have enough for everyone?’</p> <p>Fractions: Practically explore sharing. Recognise, name and write fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$.</p> <p>Explore and recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Explore, recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Measure: Capacity: Compare, describe and solve practical problems for: Mass/Weight, Capacity and volume Measure and begin to record the following: Mass/weight and capacity and volume</p>	<p>Explore and identify appropriate quantities in practical situations. Is it enough? Too much? Do you need more or less?</p> <p>Choose and use appropriate standard (and non-standard) units to estimate and measure mass, temperature, and capacity.</p> <p>Compare and order mass and volume.</p> <p>Record and explain their results. (HA)</p> <p>Fractions: Recognise, find, name and/or write fractions $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of an object or quantity (division)</p>	<p><i>Please see separate progression map for the development of key Money skills throughout the primary phase</i></p>	<p><i>Please see separate progression map for the development of ‘time’ throughout the primary phase</i></p>
		Local shops to research prices				

Secondary Curriculum

CLASS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 (KS3)	Changes (Number and Data Handling)	How far? How much? How many? (Measure)	One more, one less (Number and calculation)	Cooking (Measure, shape and Data Handling)	Money	Shapes all around us (Shape and space)
	Data handling:	Measure Explore, Measure and compare length, size and	Mathematical vocabulary:	Measure	<i>Please see separate</i>	SSM:

	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Number: Continue to develop individual counting and number skills Use numbers for specific purposes in daily situations Use and develop comparative language in relation to number (see vocabulary maps)</p>	<p>shape using standard and non-standard units. Order by direct comparison.</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>Number: Continue to develop individual number and calculation skills at appropriate level.</p>	<p>Please see Mathematical language map (Maths policy) for language progression</p> <p>Calculation/number: Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 100 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas (using and applying knowledge)</p>	<p>Recognise, find, show or name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Data handling Experience, measure and begin to record the following: * mass/weight * capacity and volume * time (hours, minutes, seconds) Use practical real life situations to apply knowledge</p>	<p>progression map for the development of key Money skills</p>	<p>Manipulate, explore, recognise and describe common 2D and 3D shapes within the environment</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Recognise and explore symmetry and tessellation to create own work</p>
		<p>Time, measure different journeys e.g. on foot, in the bus or riding a bike. Use pedometers, count steps, read milometer.</p>	<p>Shopping – adding one more item to the basket</p>	<p>Visit a bakery to see how they make bread or cakes and to purchase a set amount of items for a coffee morning etc Visit the supermarket to purchase items from a shopping list. Visit a café to exchange money for their snack etc.</p>		<p>Visit local area to find and record shape and pattern in the environment</p>
Year 8 (KS3)	<p>Money</p>	<p>Buying and selling (Money continued)</p>	<p>Odd one out (Shape, Space and measure)</p>	<p>Time</p>	<p>Similarities and differences (Data handling and measure)</p>	<p>Number games (Number)</p>
	<p>Please see separate progression map for the development of key Money skills</p>	<p>Please see separate progression map for the development of key Money skills</p> <p>Focus on using and applying money skills in their daily lives</p>	<p>Sorting and classifying: Use and develop existing skills and knowledge of colour, shape, pattern, number and money to find similarities and differences in everyday items and to solve problems e.g. sorting</p>	<p>Please see separate progression map for the development of 'time'</p>	<p>Build on existing knowledge of using standard and non-standard units of measure</p> <p>Make comparisons using appropriate</p>	<p>Use and apply number and calculation skills play a range of team and board games.</p> <p>Use numbers for specific purposes in daily situations</p>

			socks or finding the correct money in a shop. (Use vocabulary mats to support progression in key vocabulary)		mathematical language. Develop data handling skills to record findings and comment on similarities and differences. Recognise the need for different methods of recording for different problems.	Use and develop comparative language in relation to number (use vocabulary mat to aid progression) Continue to develop individual number skills in practical and meaningful context.
		Visit a bank – change a note for coins, deposit some money, etc. Post office for currency exchange				Visit to a toy shop to look at family/teenage board games
Year 9 (KS3)	Time (part 1)	Time (part 2)	Number - Addition and subtraction	My friends and I (Data handling, Number and SSM)	Internet shopping - Money	Sports events – the results! Time and Number
	Sequences of time and associated language – before, after, first, next, last. Experience, Compare and sequence intervals of time Practice individual skills in telling the time using digital and analogue clocks. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day.	Build on skills from previous term – Develop understanding of responsibility for keeping to time, managing own time, knowing when an activity needs to finish. Please see separate progression map for the development of ‘time’	Continue to develop individual skills in number and quantity awareness. Solve real life problems with addition and subtraction: *Using concrete objects and pictorial representations, including those involving numbers, quantities and measures *applying their increasing knowledge of mental and written methods *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (HA) Recognise and use symbols for pounds (£) and pence	Use and develop individuals number & SSM skills to present and compare data about themselves and others. Notice differences, Interpret and present data using bar charts, pictograms and tables Use and respond to language used to make comparative statements. Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.	Please see separate progression map for the development of key Money skills Use of cross curricular skills to access ICT resources to compare prices and purchase goods including use of self-service checkout Develop awareness of spending money online, linking to exchange of a coin. (online banking)	Use and develop individual skills in time and number to: Compare and sequence intervals of time Use a range of comparative and ordinal mathematical language (See vocabulary map) Identify, represent and estimate numbers using different representations, including the number line

			(p); combine amounts to make a particular value			
	Time different journeys, is it quicker to walk, ride or drive e.g. is it quicker to walk to local Tesco or all get on bus and drive?	visit a variety of places – allocate a time monitor to ensure you are back on bus at right time etc. using wrist watch	Shopping experiences	Visit other classes, the staff room or the office to collect information from different groups of people.		Visit local sports centres to use a range of equipment – measure and compare each other's performances
Year 10 (KS4)	Cooking (Measure)	Using Number (Number)	Spending Money (Money)	Saving and raising money	Special times (Time and data handling)	Does it fit? (Shape and measure)
	<p>Continue to develop and apply skills previously learnt in different contexts</p> <p>Measure: Read, Follow and/or respond to sequenced instructions, including information regarding time and quantity e.g. 100g or a 'pinch of salt'</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Data handling Measure and begin to record the following: * mass/weight * capacity and volume * time (hours, minutes, seconds)</p>	<p>Continue to develop and use and apply existing number skills in practical situations that prepare individuals for adult life and independence.</p> <p>Continue to develop individual number skills within Asdan accreditation</p> <p>See also farm curriculum for further opportunities to apply number knowledge.</p>	<i>Please see separate progression map for the development of key Money skills</i>	<p><i>Build on skills learnt in previous term - Please see separate progression map for the development of key Money skills</i></p> <p>What is saving?</p> <p>What is fund raising?</p>	<p>Please see separate progression map for the development of 'time'</p> <p>Use of personal, class and school calendars to understand key events and dates</p>	<p>Use existing knowledge and skills in measure (standard and non-standard units) and apply this to personal learning relating clothes and foot size.</p> <p>Continue to develop the use of mathematical language to compare and describe</p>
	Visiting a supermarket and a café – compare costs of cooking or buying a meal.		Visit a range a retail outlets to gain practical experience of spending and exchanging money	Visit local charities to investigate ways of fund raising		Visit a range of clothes and shoe outlets to look at size labels and have feet measured
Year 11 (KS4)	Planning for an event	Money	Indoor Leisure activities	Outdoor Leisure activities	Sports day	Out and about

			(Number, SSM and Data handling)	(Number, SSM and Data Handling)	(Time and Number)	(Time, number and money)
	<p>Continued development of key mathematical skills</p> <p>Develop and apply skills in time, number, and money to plan an event.</p> <p>Focus on using and applying for practical purposes.</p> <p>Select/identify the correct skill/method to complete a practical problem.</p>	<p>Please see separate progression map for the development of key Money skills</p> <p>Continue to develop understanding of managing finances, budgeting and saving using individual skills in number and measure.</p> <p>(see also vocabulary mat for progression)</p>	<p>Develop and consolidate skills previously acquired for number and board games.</p> <p>Use ASDAN accreditation to recognise achievement and support progress.</p> <p>Use and apply number and calculation skills to play a range of team and board games.</p> <p>Use numbers for specific purposes in daily situations Use and develop comparative language in relation to number</p> <p>Continue to develop individual number skills</p> <p>Develop appropriate use of data handling to record results.</p>	<p>Develop and consolidate skills previously acquired to plan leisure trips including:</p> <p>Identify correct money to pay, using money appropriately e.g. waiting for change</p> <p>Select appropriate Handling data methods to decipher timetables.</p> <p>Use timers and other equipment to measure progress e.g. metre sticks, stop watches.</p> <p>Record results on a range of graphs/charts to compare performance.</p> <p>Use Asdan accreditation to recognise achievement and support progress.</p>	<p>Develop and consolidate existing skills in number and time to compete in sports events</p> <p>Develop the use of more sophisticated timers such stop watches, digital timers, pedometers, etc.</p> <p>Use ASDAN accreditation to recognise achievement and support progress.</p>	<p>Develop and consolidate existing skills in money to develop an understanding of budgeting and personal finance.</p> <p>Develop and consolidate existing skills in time to develop an understanding of personal time management.</p> <p>Use Asdan accreditation to support progress and achievements</p>
	<p>Local supermarket: Follow up from online shopping to compare prices locally.</p>	<p>Visit banks, school office, school kitchen to find out how they handle money.</p> <p>Visit chosen charity to donate raised money – take about how you will give money e.g. cheque, cash etc</p>		<p>Trips to leisure centres using public transport. Access gym equipment, use vending machines, lockers with codes etc.</p>		<p>Access a range of public transport to get to desired destinations at appropriate times</p>