| Mathematical aspect | Mathematical theme | National Curriculum statement |
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| Week 1 | Money <br> Finding equivalent amounts <br> Finding totals and giving change <br> Use different coins to make the same amount | To find different combinations of coins to equal the same amount of money <br> To solve simple problems in practical context involving additional and subtraction of money of the same unit including giving change. |
| $\underset{2}{\text { Week }}$ | Geometry - Properties of shape <br> Use the appropriate mathematical vocabulary to describe and classify shapes <br> 2d and 3d shapes. Eg: vertices, edges, faces <br> Symmetry and reflection | To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. <br> - To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. <br> - To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. <br> - To compare and sort common 2D and 3D shapes and everyday objects. |
| Week 3 | Temperature and graphs <br> Measuring temperature- learn about Celsius, <br> How to read thermometers <br> Use the term 'thermometer' correctly. <br> Understand that a thermometer measures how cold or how hot something is. <br> Estimate the temperature on a thermometer based on clues in a picture or real life. <br> Understand that each symbol represents one object <br> Use vocabulary, such as 'most', 'least' and 'as many as'. | Choose and use appropriate standard units to estimate and measure temperature $\left({ }^{\circ} \mathrm{C}\right)$ to the nearest appropriate unit, using thermometers. <br> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. <br> 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. |
| Week 4 | Number, arithmetic and calculation: <br> Strategy development for addition and subtraction <br> Reordering calculation <br> Bridging ten <br> Partitioning strategies : <br> Concrete, visual and number facts | To solve problems with addition and subtraction: <br> - Using concrete objects and pictorial representations, including those involving numbers, quantities and measures <br> - Applying their increasing knowledge of mental and written methods. <br> - To recall and use addition and subtraction facts to 20 fluently, |


|  | Inverse relationships <br> Commutativity for addition and non-community for subtraction <br> Concept of repeated addition and the model of the array <br> Concept of sharing and grouping model of the dividend <br> Equals groups of <br> Inverse relationships <br> Concept of multiplication is communicative but division is noncommunicative <br> To read and write the symbols of $\div \times$ <br> Odd and even multiples | - To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. <br> - To show that addition can be done in any order (commutative) and subtraction cannot. <br> - To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <br> To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. <br> - To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. <br> - To recognise and use the inverse relationship between multiplication and division in calculations. <br> - To show that multiplication of two numbers can be done in any order <br> (commutative) and division for one number by another cannot. <br> - To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. |
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| Week 5-8 (May SATS month | Assessment/ SATS administration and triangulation of evidence. Close the gap opportunities |  |
| Week 9 | Cross-curriculum learning: staircase project and seasonal themes |  |
| $\underset{10}{\text { Weeks }}$ | Geometry - Properties of shape <br> Use the appropriate mathematical vocabulary to describe and classify shapes <br> 2d and 3d shapes. Eg: vertices, edges, faces <br> Symmetry and reflection | To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. <br> - To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. <br> - To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. <br> - To compare and sort common 2D and 3D shapes and everyday |


|  |  | objects. |
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|  | All four operations: <br> Using addition, subtraction, multiplication and division <br> Solving problems with missing numbers using bar model <br> Balanced equations - understanding equality | To recognise and use the inverse relationship between addition <br> and subtraction and use this to check calculations and missing <br> number problems. <br> To recognise and use the inverse relationship between <br> multiplication and division in calculations. |
| Week 12 | Close the gap and opportunities for richer and deeper learning |  |

