Oaklands School

Maths Curriculum Overview by Pathway

The Yearly Overview shows the Maths curriculum that pupils are offered across the academic year in each Pathway. The units and curriculum content are planned for progression across the Pathways. Although each unit has been assigned to a number of weeks, teaching of a unit will take as long as it takes and should not be dictated by a half term's length. Therefore, some units may be extended for additional lessons/weeks to meet the needs, understanding and rate of progression of pupils.
As an absolute rule of Mastery Maths, 80% of children should have mastered a skill/concept before the whole group moves on. Those who master it more quickly can overlearn and do extension and deepening understanding work so that they have 100% fluency.

The 'Curriculum units and content tracker by Pathway' shows what units are taught across which Pathways and how the units are progressive. Some units are built upon in consecutive Pathways and others are taught only in one Pathway to build on skills and knowledge developed through other units.

The 'Breakdown of unit content, skills and progression across Pathways' can be found at the end of this document. This explains the key knowledge and skills that pupils learn in each unit in each Pathway. The skills and knowledge is progressive across Pathways and pupils are supported to use their existing knowledge from previous learning to build upon this to deepen their understanding and mastery of concepts.

The lesson structure and delivery of curriculum content differs by Pathway ensuring structure and appropriately high expectations for attention, development of understanding and skill consolidation.

Curriculum units and content tracker by Pathway

Unit	Unit Content	Nurture	Willow	Elm	Cherry	Chestnut
Block Play						
Shape and Space	Problem solving (inset puzzles and shape sorters)					
	Spatial awareness (jigsaws, making tracks, printing with shapes)					
	Position and Direction					
	Recognise and name 2D shapes					
	Recognise and name 3D shapes					
	Properties of shapes					
Pattern	Matching					
	Sorting					

	Copying patterns					
	Continuing patterns					
	Making patterns					
Counting	Number familiarity (number songs and rhymes)					
	Number Sequences and rote counting					
	1:1 correspondence					
	1 more and 1 less					
	Counting to and across 100					
Cardinality	What is number 1?					
	Number 1 - 3					
	Number 1 - 5					
	Counting in sets up to 10					
	Number bonds to 5 and 10					
	Number bonds to 20					
	Representing numbers					
	Part-whole partitioning					
	Place Value					
	Addition and Subtraction					
	Multiplication and Division					
Measure	Capacity					
	Volume					
	Temperature					
	Size – big and small					
	Length and height					
	Mass					
	Time					
	Comparison – 1 and lots					
	Comparison – more and less					
	Money					
Fractions						

	**Nurture Pathway**														
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**
Autumn Term	**Familiarisation, Settling in and Baselining**		**Shape and Space: Problem Solving *(inset puzzles, shape sorters)***		**Counting: Number Songs and rhymes *(5 little ducks)***		**Block Play: Exploring and Carrying Blocks**		**Shape and Space: Problem Solving *(inset puzzles, shape sorters)***		**Counting: Number Songs and rhymes *(5 speckled frogs)***		**Block Play: Stacking**		**Measure: Capacity - Sand play *(filling, emptying, pouring)***	
Spring Term	**Counting: Number Songs and rhymes *(5 currant buns)***		**Block Play: Stacking**		**Shape and Space: Spatial awareness *(assembling jigsaws)***		**Counting: Number Songs and rhymes *(Ten tall fingers)***		**Shape and Space: Spatial awareness *(printing pictures and patterns with shapes)***		**Measure: Size – Shaping and manipulating dough *(long, short, big, small)***		**Pattern: Matching *(2 identical objects/ pictures)***			
Summer Term	**Shape and Space: Spatial awareness – playing with cars and trains *(assembling tracks)***		**Counting: Number Songs and rhymes *(1, 2, 3, 4, 5 once I caught a fish alive)***		**Measure: Capacity - Water play *(filling, emptying, pouring)***		**Pattern: Matching *(2 pictures/objects - recognising same and different)***		**Shape and Space: Position *(following positional instructions)***							

Willow Pathway

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn Term	**Familiarisation, Settling in and Baselining**		**Shape and Space: Problem Solving *(inset puzzles, shape sorters)***		**Counting: Number *(building familiarity e.g. number songs, rote counting)***		**Cardinality: Number - what is 1? [block 1]**			**Block Play: Making bridges**	**Patterns: Copying, Continuing and Making Patterns *(AB Patterns)***			**Measure (Comparison): Big and Small**		
Spring Term	**Cardinality: Number - what is 1? [block 2]**			**Measure (Comparison): 1 and lots**			**Counting: Number Sequences *(number names, order of numbers, counting out)***		**Shape and Space: Position**		**Cardinality: Number - 1 to 3**					
Summer Term	**Counting: 1:1 correspondence**		**Measure (Comparison): Full and Empty**		**Cardinality: Number - 1 to 5**			**Measure (Comparison): Heavy and Light**		**Pattern: Sorting**						

<table>
<tr><td></td><td colspan="15">Elm Pathway</td></tr>
<tr><td>Week</td><td colspan="2">1</td><td colspan="2">2</td><td colspan="2">3</td><td colspan="2">4</td><td colspan="2">5</td><td colspan="2">6</td><td colspan="2">7</td><td colspan="2">8</td><td colspan="2">9</td><td colspan="2">10</td><td colspan="2">11</td><td colspan="2">12</td><td colspan="2">13</td><td colspan="2">14</td><td colspan="2">15</td><td colspan="2">16</td></tr>
<tr><td>Autumn Term</td><td colspan="4">Familiarisation, Settling in and Baselining</td><td colspan="4">Block Play: Making enclosures and patterns</td><td colspan="4">Counting: Number (building familiarity e.g. number songs, rote counting)</td><td colspan="6">Cardinality: Number - 1 to 5</td><td colspan="2">Pattern: Matching and Sorting</td><td colspan="6">Patterns: Copying, Continuing and Making Patterns (ABC, ABB, ABBC Patterns)</td><td colspan="6">Measure (Compare and Describe): Lengths and Heights (e.g. long/short, longer/shorter, tall/short, taller/shorter)</td></tr>
<tr><td>Spring Term</td><td colspan="4">Counting: 1:1 correspondence</td><td colspan="6">Measure (Comparison): More and Less</td><td colspan="6">Cardinality: Number - Counting sets up to 10 (recognising the last number as the total)</td><td colspan="4">Shape and Space: Position and Direction</td><td colspan="6">Patterns: Generalising making patterns</td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Summer Term</td><td colspan="4">Counting: 1 more and 1 less</td><td colspan="4">Measure (Compare and Describe): Mass/Weight (e.g. heavy/light, heavier than, lighter than)</td><td colspan="6">Cardinality: Number Bonds to 5 and 10</td><td colspan="4">Measure (Compare and Describe): Capacity and Volume (e.g. full/empty, more than, less than, half full)</td><td colspan="2">Shape and Space: Recognise and Name 2D Shapes</td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
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Cherry Pathway

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn Term	Familiarisation, Settling in and Baselining		Block Play: Naming and planning constructions	Cardinality: Number - 1 to 5	Cardinality: Number – representing numbers using pictorial and object representations			Counting: 1:1 correspondence, 1 more and 1 less		Shape and Space: Recognise and Name 2D and 3D Shapes		Fractions – Whole and Half *(shapes and objects)*		Measure (Comparison): Ordering biggest to smallest, shortest to tallest, longest to shortest		
Spring Term	Cardinality: Number Bonds to 5 and 10	Cardinality: Number Bonds to 20		Measure: Sequencing in Chronological Order *(e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)*			Shape and Space: Identifying Properties of Shapes *(circles and triangles, shapes with 4 sides)*			Pattern: Copying and making patterns round a circle		Cardinality: Part-whole partitioning *(identifying smaller pairs of numbers within a number)*				
Summer Term	Comparison: Equal To, More Than, Less Than (fewer), Most, Least		Fractions – Whole and Half *(quantities)*		Counting: To and Across 100 *(forwards and backwards)*		Shape and Space: Position – Quarter, Half and Full Turns		Pattern: Copying and making patterns round a border							

Chestnut Pathway

Red group

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn Term	Familiarisation, Settling in and Baselining		Cardinality: Number - Place value				Cardinality: Number - Addition and Subtraction			Measure: Capacity, Volume and Temperature			Measure: Time			
Spring Term	Measure: Money				Cardinality: Number - Multiplication and Division				Fractions			Shape and Space: Geometry - Position and direction				
Summer Term	Measure: Time			Cardinality: Number - Multiplication and Division		Shape and Space: Properties of shape			Shape and Space: Geometry - Position and direction							

Blue Group

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn Term	Familiarisation, Settling in and Baselining		Cardinality: Number - Place value					Cardinality: Number - Addition and Subtraction				Measure: Time				

Spring Term	**Shape and Space: Properties of shape**				**Measure: Money**				**Cardinality: Number - Addition and Subtraction**			**Shape and Space: Position and direction**				
Summer Term	**Measure: Time**			**Cardinality: Number - Place value**			**Shape and Space: Properties of shape**			**Shape and Space: Position and direction**						

Green Group

Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**
Autumn Term	**Familiarisation, Settling in and Baselining**		**Cardinality: Number - Place value (understanding numbers)**					**Cardinality: Number - Place Value (patterns)**				**Cardinality: Number - Place Value (1:1 correspondence)**				
Spring Term	**Shape and Space: Properties of shape**				**Measurement: Money**				**Number: Addition & Subtraction**			**Shape and Space: Position and Direction**				
Summer Term	**Measurement: Time**			**Cardinality: Number - Place value**			**Shape and Space: Properties of shape**			**Shape and Space: Position and direction**						

Breakdown of unit content, skills and progression across Pathways					
Unit	**Nurture**	**Willow**	**Elm**	**Cherry**	**Chestnut**
Block Play Blocks are one of the most open-ended play materials available. They provide versatile opportunities for learning across all areas of the curriculum. Pupils need lots of opportunities to master and control their block play in order to become competent users. They need to be able explore and learn about the blocks, so they can develop their ideas through them. The more practice they have the more complex the patterns and structures become.	• Holding blocks in two hands • Carrying blocks to different areas • Blocks are not used for construction but as an object to carry around • Early building making rows horizontally across the floor or stack the bricks vertically	• Bridging – two blocks with a space between them, connected by a third block • Expanding bridges to be longer or taller • Copying simple bridge structures • Copying pictures of bridge structures	• Building enclosures - 4 blocks placed around to make an enclosed space • Building enclosures – increasing the number of blocks used to make an enclosed space • Making patterns and symmetry in block play, but buildings are not named • Pupils start to show symmetry in their block play, but do not name their building	• Constructing towers • Constructing simple square buildings • Constructing houses with features e.g. windows, doors, roof • Constructing larger buildings and structures • Naming of structures for small world / dramatic play, with names that relate to the function of the building • Building structures to represent buildings pupils know. • Using structures for small world / dramatic play	

Unit		Nurture	Willow	Elm	Cherry	Chestnut
Shape and Space The areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and pupils need structured experiences to ensure they develop these.	**Problem solving**	• Exploring and using posting toys • Inset puzzles • Shape sorters • Rotating and flipping shapes	• Inset puzzles • Shape sorters • Rotating and flipping shapes			
	Spatial Awareness	• Fitting 2 large jigsaw pieces together • Fitting more than 2 large jigsaw pieces together • Printing random marks with shapes • Printing patterns with shapes • Printing pictures with shapes • Making car and train tracks	• Fitting 2 or more smaller jigsaw pieces together • Assembling an entire jigsaw			
	Position and Direction		• Following positional instructions – in, on, under, over, next, to, behind, in front, off • Identifying physical positions – in, on, under, next to, behind, in front • Describing positions in pictures • Looking for hidden objects using	• Acting out their own versions of well-known stories where characters negotiate routes and obstacles, for example 'We're Going on a Bear Hunt' • Following directional instructions – forwards,	• Move in/to different positions and describe – in, on, under, over, next to, in front • Turning on the spot to face points of interest • Following instructions to make different turns – quarter, half, full	• Directing each other as robots • Drawing or making a simple map of a route with 'landmarks', e.g. houses and trees • Following a simple map of an excursion • Orientation activities in different environments

			positional language e.g. “look behind the box” • Completing obstacle courses in different environments, with support	backwards, over, under, sideways • Identifying directional positions that they carry out– forwards, backwards, over, under, sideways • Identifying directional movements that others carry out - forwards, backwards, over, under, sideways • Independently completing obstacle courses in different environments	• Naming the turn they have completed – quarter, half, full • Naming the turn others have completed – quarter, half, full	• Turning clockwise and anti-clockwise • Naming and identifying quarter, half, three quarter and full turns • Using the language of position, direction and motion - left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
	Shapes and their properties			*<u>2D shapes</u>* • Identify and name squares, circles and triangles • Sort shapes based on their classification • Identify big and small of the same shape • Sort shapes based on size	*<u>2D shapes</u>* • Identify and name rectangles, pentagons, hexagons, octagons, ovals, diamonds • Sort shapes based on their classification • Identify big and small of the same shape • Sort shapes based on size *<u>3D shapes</u>* • Identify cubes, spheres, pyramids, cuboids	*<u>Properties of shapes</u>* • Identifying and counting sides on shapes with more than 4 sides • Identifying edges, faces and vertices • Naming edges, faces and vertices • Sorting shapes based on the number of edges, faces or vertices • Counting the number of sides on 2D shapes • Sorting a wider range of 2D shapes based on the

					• Sort shapes based on their classification • Identify big and small of the same shape • Sort shapes based on size *Properties of shapes* • Counting sides on squares, triangles and circles • Identifying curved and straight sides • Sorting circles, triangles and squares by number of sides – 1, 3, 4 • Sorting shapes by type of sides – curved or straight • Counting the sides on other 4 sided shapes	number of sides – squares, triangles, circles, rectangles, pentagons, hexagons, octagons, ovals, diamonds • Progress to parallelograms and rhombus
Unit		**Nurture**	**Willow**	**Elm**	**Cherry**	**Chestnut**
Pattern Developing an awareness of pattern helps young children to notice and understand mathematical relationships.	**Matching and sorting**	*Matching* • Matching 2 identical objects • Matching 2 identical pictures • Matching identical object to picture • Matching 2 identical objects and recognising 1 that is	*Sorting* • Identifying and matching objects that are identical from a selection of more than 5 • Sorting pairs of objects from a selection • Sorting by type of object when objects	*Matching and sorting* • Sorting objects by type that are similar but not identical e.g. animals and cars • Matching objects to symbols • Matching photos to symbols		

Patterns can be made with objects like coloured cubes, small toys, buttons and keys, and with outdoor materials like pine cones, leaves or large blocks, as well as with movements and sounds, linking with music, dance, phonics and rhymes. Pupils can also spot and create patterns in a range of other contexts, such as printed patterns, timetables, numbers and stories.		different (selection of 3) • Matching 2 identical pictures and recognising 1 that is different (selection of 3)	are the same e.g. sorting identical forks, identical cars, identical toy animals etc. • Sorting by colour • Sorting by shape			
	Patterns		*AB patterns* • Continuing an AB pattern • Copying an AB pattern • Making an AB pattern • Naming the AB pattern	*AB patterns* • Spotting errors in AB patterns • Repairing errors in AB patterns *ABC patterns* • Continuing an ABC pattern *ABB patterns* • Making an ABB pattern • Continuing an ABB pattern • Naming an ABB pattern • Spotting and repairing errors in ABB patterns *ABBC patterns* • Continuing an ABBC pattern • Copying an ABBC pattern • Making an ABBC pattern • Naming the ABBC pattern	*Patterns round a circle* • Copying patterns round a circle • Continuing patterns round a circle • Making patterns round a circle • Describing patterns round a circle *Patterns round a border* • Copying patterns round a border (with a fixed number of spaces) • Continuing patterns round a border (with a fixed number of spaces) • Making patterns round a border (with a fixed number of spaces) • Describing patterns round a border (with a fixed number of spaces)	

				Generalising pattern • Copying a pattern rule with different items e.g. blue, red, blue red – square, circle, square circle Yellow, green, red, yellow, green, red – car, leaf, stick, car, leaf, stick • Spotting patterns in the environment • Using the 'Pattern Fish' book to identify and describe patterns		
Unit		**Nurture**	**Willow**	**Elm**	**Cherry**	**Chestnut**
Counting Pupils enjoy learning the sequence of counting numbers long before they understand the cardinal values of the numbers.	**Number**	*Number songs and rhymes* - 5 little ducks - 5 speckled frogs - 5 currant buns - Ten tall fingers - 1, 2, 3, 4, 5 once I caught a fish alive • Indicating numbers in songs and rhymes • Ordering numbers in songs and rhymes • Beginning to join in with rote counting • Beginning to use fingers to symbolise numbers in songs and rhymes	*Building familiarity* • Rote counting forwards and backwards to at least 5 • Copying amounts of claps • Clapping amounts • Joining in with singing and signing songs and rhymes • Using fingers to represent numbers in songs and rhymes • Ordering pictures to retell songs and rhymes • Developing an awareness of	*Building familiarity* • Saying some counting words randomly • Rote counting forwards and backwards to at least 20 • Ordering numbers to 20 forwards and backwards • Representing numbers with claps • Using fingers to represent numbers in songs and rhymes • Fixing errors in orders of numbers to 20	• Counting to 100 forwards • Counting from 100 backwards • Counting across 100 • Continuing counting from a given number • Ordering numbers to 100	

		• Beginning to copy actions and clapping	number names through enjoyment of action rhymes and songs that relate to their experience of numbers <u>*Number sequences*</u> • Rote counting forwards and backwards to at least 10 • Ordering numbers to 10 forwards and backwards • Recognising missing numbers to 10 • Fixing errors in orders of numbers to 10	• Starting counting to 10 and 20 from different starting points • Counting along the track in track games		
	1:1 correspondence		• Matching 1 object to 1 object e.g. 1 straw to 1 cup, 1 spoon to 1 bowl, laying the table • Placing 1 object in 1 space e.g. 1 egg I each space in an egg carton, throwing 1 bean bag in 1 basket • Counting each object or picture in each space • Copying a line of objects with the same amount of objects (up to 5)	• Assigning a number to each petal of a flower- "one, two, three, four..." • Matching a number word or symbol (1, 2, 3, 4 etc.) with a collection of objects, in order to count them	• Counting on an abacus • Sharing things between peers • Matching quantities of items to numerals	

	1 more and 1 less			• Giving 1 more • Taking 1 away to make 1 less • Showing 1 more and 1 less on a number line	• Identifying the number that is 1 more or 1 less than a given number • Identifying the amount that is 1 more and 1 less than a given amount • Counting to check amounts are 1 more and 1 less	
Unit		**Nurture**	**Willow**	**Elm**	**Cherry**	**Chestnut**
Cardinality The cardinal value of a number refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Counting is one way of	**Number**		*What is number 1?* • Recognising the number '1' in different written forms • Showing '1' on fingers • Counting 1 object in different contexts • Giving 1 object *Number 1-5* • Noticing changes in number of objects/images or sounds in group of up to 3 • Recognising numbers to 5 • Showing numbers to 5 on fingers • Counting amounts of items to 5 – concrete objects	*Number 1-5* • Recognising numbers to 5 Showing numbers to 5 on fingers • Counting sets of up to 5 in different arrangements • Making sets of up to 5 with different objects • Matching sets of up to 5 items (concrete and pictorial) to numerals • Counting objects to 5 as an adult touches them *Counting in sets up to 10* • Counting amounts of items to 10 – concrete objects	*Number 1-5* • Counting sets of up to 5 in different Count out or 'give' a number of items, up to 5, from a larger group • Counting out the rest of the items needed to make 5 from 1, 2, 3 or 4 • Touching each object as they count them • Knowing that the last number in the count is the total *Representing numbers using pictures and objects* • Count, read and write numbers to at least 20 in numerals	*Place value* • Understanding what a place value grid shows • Writing 2 digit numbers on a place value grid (1:1 correspondence) • Writing 3 digit numbers on a place value grid (1:1 correspondence) • Using a place value grid to multiply by 10, 100, 1000 (recognising patterns) • Using a place value grid to divide by 10, 100, 1000 (recognising patterns) • Identifying how many ones, tens,

establishing how many things are in a group, because the last number you say tells you how many there are.			• Counting amounts of items to 5 – pictorial • Using 2, 3, 4 and 5 frames to make sets of objects (same and different objects) • Touching each object as an adult touches and counts them	• Counting amounts of items to 10 – pictorial • Recognising the last number as the total amount • Collecting a number of items shown by a dice • Stopping counting when all items have been counted • Touching each object as they are counted by themselves or an adult	• Read numbers to 10 in words • Represent numbers using base 10 • Represent number using numicon • Represent numbers using dienes • Represent numbers on a number line • Look at pictures and identify what number is represented • Look at sets of objects and identify what number is represented • Represent numbers using arrays of different objects (not identical) • How many ways can they represent a given number?	hundreds, thousands are in a number • Identifying bigger and smaller numbers using place value • Writing greater than and less than number sentences using place value and appropriate symbols
	Addition and subtraction			*Number bonds to 10* • Adding the next set of items to a given set to make a number bond to 5 • Adding the next set of items to a given set to make a number bond to 10 • Making pairs of numbers to 5 with numerals	*Number bonds to 20* • Adding the next set of items to a given set to make a number bond to 20 • Making pairs of numbers to 20 with numerals • Matching pairs of numbers to make number bonds to 20	• Recognising operation symbols • Adding 2 digit numbers • Adding 3 digit numbers • Using the column addition method • Subtracting 1 digit numbers from 2 and 3 digit numbers

				• Making pairs of numbers to 10 with numerals • Matching pairs of numbers to make number bonds • Recalling all number bonds to 10 including using zero	• Recalling all number bonds to 20 including zero2 • Using part-whole models to show number bonds to 20 • Identifying missing numbers from number bonds to 20 <u>*Part- whole partitioning*</u> • Identifying pairs of smaller numbers within a whole number • Identifying the missing number from a part-whole model to make a bigger number • Recognising operation symbols	• Subtracting 2 digit numbers from 3 digit numbers • Using the column subtraction method • Understanding the order of operations for addition and subtraction • Subtraction sums bridging zero
	Multiplication and division					• 2, 5 and 10 times table recall • Recognising pattern within 2, 5 and 10 times table • Describing pattern within 2, 5 and 10 times table • 3 times table recall • Recognising pattern within 3 times table • Describing pattern within 3 times table • 4 and 8 times table recall

						• Recognising pattern within 4 and 8 times table • Describing pattern within 4 and 8 times table • Recall multiplication facts • Identifying associated multiplication and division facts • Use a times table grid to solve multiplication and division sums
Unit		**Nurture**	**Willow**	**Elm**	**Cherry**	**Chestnut**
Measure Measuring is based on the idea of using numbers of units in order to compare attributes, such as length or capacity. Pupils need to realise which attribute is being measured, e.g. weight as opposed to size, and the idea of conservation:	**Capacity**	*Full and empty* • Exploring filling and emptying different containers • Practicing pouring • Exposure to the vocabulary of 'full and empty'	*Full and empty* • Using the language of full and empty to describe the capacity of different containers/vessels • Making containers full and empty • Pouring from one container to the same size container • Pouring from smaller containers to bigger containers • Pouring from bigger containers to smaller containers • Identifying and describing changes	*Full, half full and empty* • Using the language of full, half full and empty to describe the capacity of different containers/vessels • Making containers full, half full and empty • Pouring from smaller containers to bigger containers and recognising when more is needed • Pouring from bigger containers to smaller containers		• Reading ml and l measurements on containers • Using measuring jugs to measure and check volume • Following instructions to measure out given amounts • Ordering capacities from greatest to smallest • Ordering volumes from greatest to smallest

that the amount stays the same, even if the appearance alters, e.g. if dough is stretched out or in bits. In order to understand units, they need to realise that two items can be compared using a third item, or 'go between', such as a stick. Pupils need to understand how equal size units are used repeatedly to express an amount as a number.			from full to empty and empty to full • Identifying full and empty in pictures	and knowing when to stop • Making containers half full – knowing when to stop • Comparing and ordering full, half full and empty • Describing capacity and volume of containers as more than or less than others		
	Size	*Shaping and manipulating dough* • Rolling dough to make long and short sausages • Balling dough to make big and small balls • Exposure to the language of long, short, big, small, longer, shorter, bigger and smaller • Beginning to use some of the size related vocabulary	*Big and small* • Identifying big and small from two identical objects • Identifying big and small from two non-identical objects • Sorting big and small objects • Identifying big and small in pictures • Using the language of big and small to accurately describe	*Lengths and heights* • Identifying long and short from two identical objects • Identifying long and short from two non-identical objects • Identifying tall and short from two identical objects • Identifying tall and short from two non-identical objects • Making a line that is longer or shorter than a given line • Comparing heights of peers – taller and shorter • Sorting long and short objects • Using the language of long, tall and short to accurately describe	*Ordering* • Ordering a range of objects from biggest to smallest or vice versa • Ordering a range of picture representations from biggest to smallest or vice versa • Ordering a range of objects from tallest to shortest or vice versa • Ordering a range of picture representations from tallest to shortest or vice versa • Ordering a range of objects from longest to shortest or vice versa	

				• Finding things that are longer, taller or shorter than a given length or height (including in the wider environment)	• Ordering a range of picture representations from longest to shortest or vice versa • Finding objects in the environment to compare and order in size	
	Mass		*Heavy and light* • Beginning to use heavy and light vocabulary to accurately describe • Beginning to use the vocabulary of heavier and lighter • Using balance scales to compare the weight of objects – heavy and light • Using a range of weighing devices/scales to judge weights as heavy and light • Observing the position of balance scales change with different weights and recognising how this shows heavy and light	*Heavy and Light* • Using heavy and light vocabulary to accurately describe • Using the vocabulary of heavier and lighter • Comparing objects as heavier than or lighter than others • Predicting which objects may ne heavier or lighter and using balance scales to check		
	Time				• Sequencing 2 daily routine actions using before and after	• Recognising numbers on a clock

					• Ordering instructions using first, next, then • Accurately using the language of 'today' • Beginning to use the language of 'yesterday' and 'tomorrow' • Sequencing daily events using morning, afternoon and evening • Sequencing days of the week • Sequencing events using yesterday, today, tomorrow	• Telling time to the hour on an analogue clock • Telling time to the half hour on an analogue clock • Telling quarter past and quarter to times on an analogue clock • Counting in 5s round an analogue clock • Telling how many minutes past or to the hour on an analogue clock • Reading times on a digital clock • Recognising and identifying significant times in the day • Telling the time throughout the day • Ordering times
	Money					• Recognising and naming coins • Recognising and naming paper notes • Making amounts using different combinations of coins • Comparing prices • Adding prices • Calculating change

	Temperature					• Reading temperatures on thermometers • Comparing temperatures – hotter and colder • Ordering temperatures • Relating temperature to weather and seasons
	Comparison		*1 and lots* • Identifying 1 and lots with concreate objects • Giving 1 and lots • Making 1 and lots • Comparing 1 and lots • Identifying and comparing 1 and lots in pictures	*More and less* • Making more and less • Comparing more and less with concrete objects • Adding to a group to make more and removing from a group to make less • Identifying and comparing more and less in pictures	*Equal to, more than, less than, most least* • Comparing amounts of concrete objects as more than, less than, most and least – without counting • Comparing amounts of concrete objects as more than, less than, most and least – with counting to check • Comparing amounts of objects as equal to • Comparing amounts in pictures as more than, less than, most and least • Comparing written amounts and solving word problems using more than, less than, most, least, equal to	

Unit	Nurture	Willow	Elm	Cherry	Chestnut
Fractions Pupils need to learn half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.				*Whole and half (shapes and objects)* • Identifying whole and half shapes • Matching halves to make whole shapes • Matching halves to make whole objects • Cutting shape and objects in half • Recognising that half is 2 parts of 1 whole part • Splitting pizza, cake etc. in half *Whole and half (quantities)* • Splitting quantities into 2 groups • Identifying 2 groups as half of a whole quantity • Adding 2 groups to calculate the whole quantity • Sharing food between 2 – half each	• Identifying quarters of shapes • Making whole shapes using quarters • Splitting quantities into 4 groups to make quarters • Counting a quarter and three quarters of a quantity • Understanding a quarter is 1 out of 4 • Understanding half is 1 out of 2 • Understanding three quarters is 3 out 4 • Adding quarters of quantities to calculate the whole quantity • Writing fractions • Ordering fractions