

SPRS – Academic Year 2021- 2022

Curriculum Map – Subject: Key Stage 1 Maths

Aim – KS1 pupils will develop confidence and mental fluency in numbers, counting and place value. They will begin to become independent thinkers, using the knowledge and skills they have learnt and build on this.

Term 1		Term 2		Term 3	
Learning Cycle 1 7 th Sept 2021 – 22 nd Oct 2021 7 Weeks	Learning Cycle 2 1 st Nov 2021 – 17 th Dec 2021 7 Weeks	Learning Cycle 3 5 th Jan 2022 – 18 th Feb 2022 7 Weeks	Learning Cycle 4 28 th Feb 2022 – 8 th Apr 2022 6 Weeks	Learning Cycle 5 25 th Apr 2022 – 27 th May 2022 5 Weeks	Learning Cycle 6 6 th June 2022-25 th July 2022 7 Weeks
Baseline assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p><u>Intent</u></p> <p>Pupils will begin to study from these concepts. Know and use numbers. Add and subtract. Use measures. Understand the properties of shape.</p> <p><u>Implementation</u></p> <p>Pupils will count in steps of 2, 3 and 5 from 0 and in 10's from any number, forward and backward. To know 2 times table. Understand place value (tens, ones). Read and write numbers to 20. Know number bonds up to 20. Recognise half of a shape. Compare sizes of shapes. Recognise and name squares and rectangles.</p>	<p><u>Intent</u></p> <p>Pupils to further their understanding of the number system. Recognise simple fractions.</p> <p><u>Implementation</u></p> <p>Pupils to compare and order numbers from 1 – 100 using >, <, =. Count from any number across 100. To read and write numbers up to 100. To begin to add numbers to 20 mentally. To know 2 and 3 times tables. To recognise, find and name half as one of two equal parts of an object and quantity.</p> <p><u>Impact</u></p> <p>Pupils will have built on their knowledge of the</p>	<p><u>Intent</u></p> <p>To understand the number system in a variety of ways. To recognise and name 2D shapes. They will recognise mathematical properties and relationships using symbolic representations.</p> <p><u>Implementation</u></p> <p>Pupils to recap their place value knowledge and use place value and number facts to solve word problems. Identify, represent and estimate numbers using different representations. To recognise odd and even numbers. Recognise and use the</p>	<p><u>Intent</u></p> <p>To describe position, direction and movement. To become familiar with a range of measures.</p> <p><u>Implementation</u></p> <p>Pupils to look at shapes and recall half. They will use this knowledge to describe half a turn, then move onto whole, quarter and three quarter turns. Pupils will identify and recognise sequences of shapes, objects, numbers. Use non-standard units to measure objects and be able to compare and order. Pupils will then move onto</p>	<p><u>Intent</u></p> <p>Pupils will understand the number system and how it is used in a variety of ways. They will understand simple equivalent fractions. To recognise and name some 3D shapes.</p> <p><u>Implementation</u></p> <p>Pupils understand the commutative law of addition and multiplication. They will understand the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. Recap the names and properties of 2D shapes. Recognise these shapes on a 3D shape. Understand the difference between 2D and 3D shapes.</p> <p><u>Impact</u></p>	<p><u>Intent</u></p> <p>Pupils to be able to interpret, manipulate and present data in various ways. They will be able to recall previous knowledge.</p> <p><u>Implementation</u></p> <p>Pupils to be given simple pictograms, tally charts, diagrams and simple tables and retrieve information from these. Pupils will solve word problems using previous knowledge and skills learnt.</p> <p><u>Impact</u></p> <p>Pupils will be able to interpret information</p>

<p><u>Impact</u></p> <p>Pupils will have begun to count up in steps and be able to add on 2, 3 and 5. They will begin to understand what each digit represent in a 2 digit number. They will recognise number bonds to 20. They will have a basic understanding of the number system.</p>	<p>number system by being able to read and write numbers to 100 and where they are on the number line and have been introduced to simple fractions.</p>	<p>inverse relationship between addition and subtraction. Be able to check their calculations. Identify and describe the properties of 2D shapes, including number of sides and lines of symmetry. Pupils will be able to solve addition and subtraction problems involving missing numbers.</p> <p><u>Impact</u></p> <p>Pupils will have increased their knowledge of the number system and be able to use that knowledge and skills independently in a variety of mathematical ways. Pupils will recall their knowledge of squares and rectangles to help them identify properties of more 2D shapes.</p>	<p>standards units if measure.</p> <p><u>Impact</u></p> <p>Pupils will build on previous knowledge to recognise various types of movement. They will become familiar with a range of measures, devices used for measuring and calculation.</p>	<p>Pupils will understand the relationship between addition subtraction and use their knowledge of 2D shapes to identify 3D shapes.</p>	<p>from simple charts and diagrams.</p>
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