Curriculum Intent:

Rationale: As a school, we believe that Maths is an integral part in preparing young people for adulthood. Our most complex learners start with developing their learning behaviours and attention skills before moving onto Power Maths. Our less complex learners, who move at a faster pace, still begin with learning routines before moving onto Power Maths and our most able being their learning journey on Power Maths. Power Maths is a scheme that provides a clear, sequenced progression of skills. Whilst all our learners may be at different points on the scheme, they all work towards mastery of a skill, with each learning outcome broken down into small steps in order to celebrate success.

	Communication	Independence	Self help
Complex	To take part in exchanges about time or where items/places are located.	To use number skills in order to confidently do everyday tasks such as shopping.	To problem solve every day scenarios, such as journey planning.
Less complex	To take part in exchanges using money and time.	To confidently apply number skills to everyday tasks and towards qualifications and exams where suitable.	To be able to apply their number and functional maths skills to everyday life, in order to support their day to day life.
Most able	To confidently take part in exchanges involving money, times or calculations in day to day life and work experiences.	To be able to apply number skills within not just everyday life but also within work experience and/or working towards exams/qualifications.	To apply Maths skills in everyday life, problem solving a range of life activities, e.g, managing a budget or setting a schedule.

At Highshore we are all ***equal***. We are ***fair***, we are ***kind*** and we treat others as we want to be treated. Our values underpin our approach to all learners and all curriculum areas. That way, we ensure that everyone is able to access, progress and input into the enriching and progressive experiences our curriculum has to offer.

KS5
KS4
KS3

Curriculum Overview (Implementation)

Our most able learners in KS5 are preparing for exams and/or qualifications they will undertake. During this time, they will also take part in functional skills Maths lessons in order to fully prepare them for adulthood. Number skills will be revised and applied within these lessons. For many students, continued preparation for accreditations and exams takes place.

Y12: Autumn Number and Place Value

***Complex**: Power Maths Year 1*
***LC /MA:** Entry 1, 2 and 3 (as appropriate)*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
(Please refer to end points for Unit progression)

Y12: Spring Addition and Subtraction

Complex: *Power Maths Year 1*
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
(Please refer to end points for Unit progression)

Y12: Summer Multiplication and division

Complex: *Power Maths Year 1*
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
Reasoning: Time and Money
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*

(Please refer to end points for Unit progression)

Y13: Autumn Number and Place Value

***Complex**: Power Maths Year 1*
***LC /MA:** Entry 1, 2 and 3 (as appropriate)*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
(Please refer to end points for Unit progression)

Y13: Spring Addition and Subtraction

Complex: *Power Maths Year 1*
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
(Please refer to end points for Unit progression)

Y13: Summer Multiplication and division

Complex: *Power Maths Year 1*
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
Reasoning: Time and Money
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*

(Please refer to end points for Unit progression)

Y14: Autumn Number and Place Value

***Complex**: Power Maths Year 1*
***LC /MA:** Entry 1, 2 and 3 (as appropriate)*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
(Please refer to end points for Unit progression)

Y14: Spring Addition and Subtraction

Complex: *Power Maths Year 1*
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
(Please refer to end points for Unit progression)

Y14: Summer Multiplication and division

Complex: *Power Maths Year 1*
LC/MA: *Entry 1, 2 and 3 (as appropriate)*
Reasoning: Time and Money
Complex: Power Maths Year 1 (Measures)
LC/MA: *Entry 1, 2 and 3 (as appropriate)*

(Please refer to end points for Unit progression)

KS5
KS4
KS3

Curriculum Overview (Implementation)

Our most able learners in KS4 are prepared and ready to access the content of the National Curriculum (adapted to their level/understanding) through the Power Maths Scheme. These students may move at a faster pace through content, depending on where their baseline places them. Time for qualifications and exams is also incorporated into the timetable for those students accessing.

Y10: Autumn Number and Place Value

Complex*: Power Maths ELG Number and Number Patterns*
LC /MA: *Power Maths Year 2 Number and Place Value*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths ELG (Measures)
LC/MA: Power Maths Year 2 Measurement
(Please refer to end points for Unit progression)

Y10: Spring Addition and Subtraction

Complex: *Power Maths ELG Number and Number Patterns*
LC /MA: *Power Maths Year 2 Addition and Subtraction*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths ELG (Measures)
LC/MA: Power Maths Year 2 Measurement
(Please refer to end points for Unit progression)

Y10: Summer Multiplication and Division

Complex: *Power Maths ELG Number and Number Patterns*
LC /MA: *Power Maths Year 2 Multiplication and Division*

Reasoning: Time and Money
Complex: Power Maths ELG (Measures)
LC/MA: Power Maths Year 2 Measurement
(Please refer to end points for Unit progression)

Y11: Autumn Number and Place Value

Complex: *Power Maths ELG Number and Number Patterns*
LC /MA: *Power Maths Year 2 Number and Place Value*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths ELG (Measures)
LC/MA: Power Maths Year 2 Measurement
(Please refer to end points for Unit progression)

Y11: Spring Topics Addition and Subtraction

Complex: *Power Maths ELG Number and Number Patterns*
LC /MA: *Power Maths Year 2 Addition and Subtraction*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)
Complex: Power Maths ELG (Measures)
LC/MA: Power Maths Year 2 Measurement
(Please refer to end points for Unit progression)

Y11: Summer Multiplication and Division

Complex: *Power Maths ELG Number and Number Patterns*
LC /MA: *Power Maths Year 2 Multiplication and Division*

Reasoning: Time and Money
Complex: Power Maths ELG (Measures)
LC/MA: Power Maths Year 2 Measurement
(Please refer to end points for Unit progression)

KS5
KS4
KS3

Curriculum Overview (Implementation)

Our most able learners in KS3 are prepared and ready to access the content of the National Curriculum (adapted to their level/understanding) through the Power Maths Scheme. These students may move at a faster pace through content, depending on where their baseline places them.

Y7: Autumn Number and Place Value

Complex: Early Number Step 4

LC /MA: Power Maths ELG Number and Number Patterns

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes*)*

Complex: Early Number Step 4

LC/MA: Power Maths Year 1 Measurement

(Please refer to end points for Unit progression)

Y7 Spring Addition and subtraction

Complex: *Early Number Step 5/6*

LC/MA: *Power Maths Year 1 Addition and Subtraction*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position, Properties of shapes)

Complex: Early Number Step 4

LC/MA: Power Maths Year 1 Measurement

(Please refer to end points for Unit progression)

Y7: Summer *Multiplication and division*

Complex: *Power Maths ELG Number Pattern*

LC/MA: *Power Maths Year 1 Multiplication and Division*

Reasoning: Time and Money

Complex: Power Maths ELG Measures

LC/MA: Power Maths Year 1 Measures (Money)

(Please refer to end points for Unit progression)

Y8: Autumn Number and place Value

Complex: *Early Number Step 5*

LC/MA: *Power Maths Year 1 Number*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)

Complex: Power Maths ELG Measures

LC/MA: Power Maths Year 1 Measurement r

(Please refer to end points for Unit progression)

Y8: Spring Addition and subtraction

Complex: *Power Maths ELG Number*

LC/MA: *Power Maths Year 1 Addition and Subtraction*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position, Properties of shapes)

Complex: Power Maths ELG Measures

LC/MA: Power Maths Year 1 Measurement

(Please refer to end points for Unit progression)

Y8: Summer *Multiplication and division*

Complex: *Power Maths ELG Number Pattern*

LC/MA: *Power Maths Year 1 Multiplication and Division*

Reasoning: Time and Money

Complex: Power Maths ELG Measures

LC/MA: Power Maths Year 1 Measures (Money)

(Please refer to end points for Unit progression)

Y9: Autumn Number and place Value

Complex: *Early Number Step 6/ Power Maths ELG Number*

LC/MA: *Power Maths Year 1 Number*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position and Properties of shapes)

Complex: Power Maths ELG Measures

LC/MA: Power Maths Year 1 Measurement

(Please refer to end points for Unit progression)

Y9: Spring Addition and subtraction

Complex: *Power Maths ELG Number*

LC/MA: *Power Maths Year 1 Addition and Subtraction (Please refer to end points for Unit progression)*

Reasoning: Measures (Length, Height, Weight, Volume, temp. Position, Properties of shapes)

Complex: Power Maths ELG Measures

LC/MA: Power Maths Year 1 Measurement

(Please refer to end points for Unit progression)

Y9: Summer *Multiplication and division*

Complex: *Power Maths ELG Number Pattern*

LC/MA: *Power Maths Year 1 Multiplication and Division*

Reasoning: Time and Money

Complex: Power Maths ELG Measures

LC/MA: Power Maths Year 1 Measures (Money)

(Please refer to end points for Unit progression)

Highshore

Baseline assessments

Revisiting of skills

End points

	KS3	KS4	KS5
Complex	Highshore Step 4, 5 and 6 (Cognition and Learning Strand) ELG	ELG Please note: *(Whilst our most complex learners continue to work through the ELGs, some may begin to access the skills and knowledge set out in the Year 1 National curriculum).*	Year 1 National Curriculum
Less Complex/ More Able	Year 1 National Curriculum	Year 2 National Curriculum Exam and accreditation preparation	Year 3 National Curriculum Exam and accreditation preparation

Key Stage		Starting point/ Baselines	KS3 End points	Check -ins / Revisiting of skills
3	**Complex:**	Highshore steps (Cognition and Learning)	**Highshore Steps (Cognition and Learning)** **Early Number Step 4** - I can join in on rote counting to 10 either by song, verbally or AAC supported - I can join in on rote counting to 20, either by song, verbally or AAC supported - I know the prepositions 'in, out, on top, under' - I know the prepositions 'next, to, behind, in-front' - I can name 5 colours **Early Number Step 5/6** - I can rote count forwards to 5 - I can rote count backwards to 5 - I can order numbers to 5 - I can answer/show 1 more up to 5 - I can answer/show 1 less up to 5 **<u>ELG</u>** **Number:** - Have a deep understanding of number to 10, including the composition of each number **(Units 1, 5, 7, 8, 9,11, 12, 14- Power Maths)** - Subitise (recognise quantities without counting) up to 5 **(Units 1, 2, 7, 8, 9, 11- Power Maths)** - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts **(Units 5, 9, 11- Power Maths)** - **Numerical Patterns:** - Verbally count beyond 20, recognising the pattern of the counting system **(Units 7, 15- Power Maths)**	Whilst our Maths curriculum is carefully sequenced to cover a range of topics, each lesson begins with a Maths 'Power Up' or starter, that revises any previous learning or to address misconceptions.

			- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity **(Units 4, 8, 9, 10, 18- Power Maths)** - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally **(Units 16 - Power Maths)** **Shape, Space and Measures** *(whilst not covered in the EYFS framework, to support the functional skills and opportunities to apply knowledge, all students in KS3 will also work towards outcomes related to measures, inc. time, shape, position, money and measuring).* **Shape** - I can name 5 2D shapes **(Unit 3 – Power Maths)** - I can name 5 3D shapes **(Unit 3 – Power Maths)** **Spatial awareness** - I can make more complex patterns **(Unit 13 – Power Maths)** - I can compose and decompose shapes **(Unit 17 – Power Maths)** **Measuring** - I can measure length, height, distance and weight **(Unit 10 – Power Maths**) volume and capacity **(Unit 18 – Power Maths)** - I can sort into 2 groups **(Unit 19 – Power Maths)** - I can organise my day **(Unit 20 – Power Maths)** **Measure and begin to record the following:** - Time (hours, minutes, seconds) **(Unit 13 – Power Maths)** - Recognise and know the value of different denominations of coins and notes **(Unit 13 – Power Maths)** - Sequence events in chronological order using language [e.g, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] **(Unit 13 – Power Maths)**	

			- Recognise and use language relating to dates, including days of the week, weeks, months and years **(Unit 13 – Power Maths)** - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times **(Unit 13 – Power Maths)** *Please note,as Time does not appear in the NC at this point, outcomes are taken from Power Maths as a pre-cursor to Year 1	
	Less Complex: More able:	ELG NC Y1	**Year 1 Number** - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number **(Units 1, 2, 3, 4, 6, 7, 9, 11, 12, 15, 17 – Power Maths)** - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens **(Units 9, 10, 12, 13, 14, 18 – Power Maths)** - Given a number, identify one more and one less **(Units 1, 2, 5, 6, 8 and 9 – Power Maths)** - Identify and represent numbers using objects, pictorial representations, including the number line, and use the language of equal to, more than, less than (fewer) most, least **(Unit 1 – Power Maths)** - Read and write numbers from 1 to 20 in numerals and words **(Highshore Sight words)** **Year 1 Addition and Subtraction** - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs **(Unit 2 – Power Maths)** - Represent and use number bonds and related subtraction facts within 20 **(Units 2, 3, 4, 5, 7, 8, 12, 16)** - Add and subtract one digit and two digit numbers to 20, including zero **(Units 4, 8, 9, 10, 11, 15, 16 17 – Power Maths)** - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ - 9 **(Units 12, 13 – Power Maths)**	

			Year 1 Multiplication and Division - Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **(Unit 12, 13 – Power Maths)** **Fractions** - Recognise, find and name a half as one of two equal parts of an object, shape or quantity - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity **Measurement** Compare, describe and solve practical problems for - Lengths and heights [eg, long/short, longer/shorter, tall/short, double/half] - Mass/Weight [full/empty, heavier than, lighter than] **(Unit 11 – Power Maths)** - Capacity and Volume [full/empty, more than, less than, half, half full, quarter] **(Unit 11 – Power Maths)** Measure and begin to record the following: - Time (hours, minutes, seconds) **(Unit 13 – Power Maths)** Recognise and know the value of different denominations of coins and notes **(Unit 13 – Power Maths)** Sequence events in chronological order using language [e.g, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] **(Unit 13 – Power Maths)** Recognise and use language relating to dates, including days of the week, weeks, months and years **(Unit 13 – Power Maths)** Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times **(Unit 13 – Power Maths)**	

	All students:		**Money (Unit 18)** As money does not come into the National Curriculum until Year 2, all students will learn the following as pre-requisites to the below outcomes: - Recognise all coin denominations - Recognise all note denominations - Order all coin denominations - Order all note denominations - Understand the concept of 'change' - Apply this understanding to appropriate level word problems **Year 2** - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	

Key Stage		Starting point/ Baselines	KS4 End points	Check -ins / Revisiting of skills
4	**Complex:**	ELG	**<u>Power Maths ELG</u>** **Number:** - Have a deep understanding of number to 10, including the composition of each number **(Units 1, 5, 7, 8, 9,11, 12, 14- Power Maths)** - Subitise (recognise quantities without counting) up to 5 **(Units 1, 2, 7, 8, 9, 11- Power Maths)** - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts **(Units 5, 9, 11- Power Maths)** **Numerical Patterns:** - Verbally count beyond 20, recognising the pattern of the counting system **(Units 7, 15- Power Maths)** - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity **(Units 4, 8, 9, 10, 18- Power Maths)** - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally **(Units 16 - Power Maths)** **Shape, Space and Measures** *(whilst not covered in the EYFS framework, to support the functional skills and opportunities to apply knowledge, all students in KS3 will also work towards outcomes related to measures, inc. time, shape, position, money and measuring).* **Shape** - I can name 5 2D shapes **(Unit 3 – Power Maths)** - I can name 5 3D shapes **(Unit 3 – Power Maths)** **Spatial awareness**	Whilst our Maths curriculum is carefully sequenced to cover a range of topics, each lesson begins with a Maths 'Power Up' or starter, that revises any previous learning or to address misconceptions.

			- I can make more complex patterns **(Unit 13 – Power Maths)** - I can compose and decompose shapes **(Unit 17 – Power Maths)** **Measuring** - I can measure length, height, distance and weight **(Unit 10 – Power Maths**) volume and capacity **(Unit 18 – Power Maths)** - I can sort into 2 groups **(Unit 19 – Power Maths)** - I can organise my day **(Unit 20 – Power Maths)**	

	Less Complex: More able:	ELG
		NC Y2
			Year 2
			
			Number
			
			Number and place value
			
			- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward **(Unit 1, 2 – Power Maths)**
			- recognise the place value of each digit in a two-digit number (10s, 1s) **(Unit 1 – Power Maths)**
			- identify, represent and estimate numbers using different representations, including the number line **(Unit 1 – Power Maths)**
			- compare and order numbers from 0 up to 100; use <, > and = signs **(Unit 1, 8 – Power Maths)**
			- read and write numbers to at least 100 in numerals and in words **(Unit 1 – Power Maths)**
			- use place value and number facts to solve problems **(Unit 2,3, 12 – Power Maths)**
			
			Number – Addition and Subtraction
			
			- solve problems with addition and subtraction: **(Unit 12 – Power Maths)**
			  ○ 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 **(Unit 12 – Power Maths)**
			- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: **(Unit 2, 3 – Power Maths)**
			  • a two-digit number and 1s
			  • a two-digit number and 10s
			  • 2 two-digit numbers
			  • adding 3 one-digit numbers
			- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot **(Unit 2, 12 – Power Maths)**
			- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems **(Unit 5, 6 – Power Maths)**
			
			Number – multiplication and division
			
			Pupils should be taught to:
			- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **(Unit 5, 6 – Power Maths)**
			- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs **(Unit 5, 6 – Power Maths)**
			- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot **(Unit 12 – Power Maths)**
			- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **(Unit 5, 6, 7 – Power Maths)**
			
			Number – fractions
			
			Pupils should be taught to:	

			• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ **Measurement** Pupils should be taught to: - 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 **(Unit 8, 14 – Power Maths)** - compare and order lengths, mass, volume/capacity and record the results using >, < and = **(Unit 8, 14 – Power Maths)** - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value **(Unit 4 – Power Maths)** - find different combinations of coins that equal the same amounts of money **(Unit 4 – Power Maths)** - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **(Unit 4 – Power Maths)** - compare and sequence intervals of time **(Unit 13 – Power Maths)** - 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 **(Unit 13 – Power Maths)** - know the number of minutes in an hour and the number of hours in a day **(Unit 13 – Power Maths)** **Geometry – properties of shapes** Pupils should be taught to: • identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line **(Unit 9 – Power Maths)**	

			• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces **(Unit 9 – Power Maths)** • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] **(Unit 9 – Power Maths)** • compare and sort common 2-D and 3-D shapes and everyday objects **(Unit 9 – Power Maths)** **Position and direction** Pupils should be taught to: • order and arrange combinations of mathematical objects in patterns and sequences **(Unit 9, 11 – Power Maths)** • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) **(Unit 11 – Power Maths)** **Statistics** Pupils should be taught to: • interpret and construct simple pictograms, tally charts, block diagrams and 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	
	All students:		All students will begin to prepare for an appropriate qualification, based on individual needs/levels. Some students may enter Entry level qualifications in KS4, with the idea to building upon their achievements in further in KS5, for example, if a student was identified as highly able, they may enter an Entry 1 in KS4, in order to expose them to the experience of undertaking an exam and the format they will continue to work through.	

Key Stage		Starting point/ Baselines	KS5 End points	Check -ins / Revisiting of skills
5	**Complex:**	NC Y1	**<u>Year 1 Number</u>** - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number **(Units 1, 2, 3, 4, 6, 7, 9, 11, 12, 15, 17 – Power Maths)** - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens **(Units 9, 10, 12, 13, 14, 18 – Power Maths)** - Given a number, identify one more and one less **(Units 1, 2, 5, 6, 8 and 9 – Power Maths)** - Identify and represent numbers using objects, pictorial representations, including the number line, and use the language of equal to, more than, less than (fewer) most, least **(Unit 1 – Power Maths)** - Read and write numbers from 1 to 20 in numerals and words **(Highshore Sight words)** **Year 1 Addition and Subtraction** - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs **(Unit 2 – Power Maths)** - Represent and use number bonds and related subtraction facts within 20 **(Units 2, 3, 4, 5, 7, 8, 12, 16)** - Add and subtract one digit and two digit numbers to 20, including zero **(Units 4, 8, 9, 10, 11, 15, 16 17 – Power Maths)** - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ - 9 **(Units 12, 13 – Power Maths)** **Year 1 Multiplication and Division** - Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **(Unit 12, 13 – Power Maths)** **Fractions**	Whilst our Maths curriculum is carefully sequenced to cover a range of topics, each lesson begins with a Maths 'Power Up' or starter, that revises any previous learning or to address misconceptions.

			- Recognise, find and name a half as one of two equal parts of an object, shape or quantity - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity **Measurement** Compare, describe and solve practical problems for - Lengths and heights [eg, long/short, longer/shorter, tall/short, double/half] - Mass/Weight [full/empty, heavier than, lighter than] **(Unit 11 – Power Maths)** - Capacity and Volume [full/empty, more than, less than, half, half full, quarter] **(Unit 11 – Power Maths)** Measure and begin to record the following: - Time (hours, minutes, seconds) **(Unit 13 – Power Maths)** Recognise and know the value of different denominations of coins and notes **(Unit 13 – Power Maths)** Sequence events in chronological order using language [e.g, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] **(Unit 13 – Power Maths)** Recognise and use language relating to dates, including days of the week, weeks, months and years **(Unit 13 – Power Maths)** Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times **(Unit 13 – Power Maths)**	
	Less Complex: More able:	Entry Level Pathways	**Overall objectives:** • Use and apply standard techniques (AO1) • Reason, interpret and communication mathematically (AO2)	

			• Solve problems within straightforward contexts (AO3) **<u>Number (Count):</u>** **Entry 1** • Count up to 10, knowing the number names. • Count small sets of objects, checking the total. **Entry 2** • Count up to 100, knowing the number names. • Count collections of objects, checking the total. • Recognise odd and even numbers. • Count on in steps of different sizes. **<u>Number (Read, Write and Order):</u>** **Entry 1** • Read, write and order numbers to 10 **Entry 2** • Read, write and order numbers to 100, developing an understanding that the position of a digit signifies its value **<u>Number (Fractions and Decimals):</u>** **Entry 1** • Recognise and use halves. **Entry 2** • Recognise and use halves of numbers up to 10 in context. • Recognise and use quarters. **<u>Number (Pattern):</u>** **Entry 1**	

			• Understand the operation of addition, subtraction as taking away and the relationship between them. • Recognise situations to apply and use the operations to solve problems with whole numbers up to 10 **Entry 2** • Use repeating patterns to develop ideas of regularity and sequencing. • Explore and record patterns in addition and subtraction, explaining the patterns and using them to make predictions. **<u>Number (Facts):</u>** **Entry 1** • Use apparatus to add and subtract numbers to 10 **Entry 2** • Know addition and subtraction facts for each number to 10 **<u>Number (Operations):</u>** **Entry 2** • Add and subtract one- and two-digit numbers, and use addition and subtraction to solve problems. • Understand the operations of multiplication and division, and use them to solve problems with whole numbers, money or measures. **<u>Number (Equipment)</u>** **Entry 1** • Use given equipment for a stated purpose. **Entry 2** • Choose a suitable method of computation, using equipment where appropriate **<u>Geometry (2D Shapes)</u>** **Entry 1** • Describe and discuss simple 2D shapes	

			• Use the mathematical names for rectangle and circle. • Recognise and use simple geometric features of simple 2D shapes. **Entry 2** • Use the mathematical names for common 2D shapes. **<u>Geometry (3D shapes)</u>** **Entry 1** • Describe and discuss simple 3D shapes. **Entry 2** • Use the mathematical name for a cube. • Recognise and use the following geometric features of 3D shapes: vertices, edges, faces. **<u>Geometry (Position, movement and pattern)</u>** **Entry 1** • Describe positions using common words • Copy, continue and make patterns **Entry 2** • Recognise movements in a straight line and rotations. **<u>Geometry (Angles)</u>** **Entry 2** • Understand angle as a measure of turn and recognise quarter-turns, half-turns and right angles. **<u>Measures (Units)</u>** **Entry 1** • Compare objects and events using appropriate language for direct comparison. **Entry 2** • Compare objects and events using appropriate language for direct comparison using common standard units. **Measures (Measuring Instruments)**	

			Entry 1 • Use simple measuring instruments. **Entry 2** • Choose and use simple measuring instruments. **<u>Statistics</u>** **Entry 1** • Sort and classify a set of objects or pictures. • Extract information from lists. **Entry 2** • Sort and classify a set of objects using criteria related to their properties. • Collect, record and read data arising from an area of interest, using tally charts, data-collection sheets, bar charts, pictograms and simple tables.	