



Numeracy Statement of Intent

The national curriculum for mathematics intends to ensure that all pupils:

1. Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. **Reason** mathematically by following a line of enquiry, **conjecturing** relationships and generalisations, and developing an argument, justification or **proof using mathematical language**.
3. Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including **breaking down problems into a series of simpler steps** and persevering in seeking solutions.

At Whinstone Primary School we intend to:

1. Ensure our children have access to a high quality maths curriculum that is **challenging, enjoyable** and **builds upon prior knowledge**.
2. Provide our children with a variety of **mathematical opportunities**, which will enable them to **make connections** across a variety of **subjects and situations** - and which will serve them well in **life beyond school**.
3. Ensure children are **confident** mathematicians who are not afraid to **take risks, attempt new methods**, and **justify and reason their decision-making**.
4. Fully develop **independent learners with inquisitive minds** who have secure mathematical foundations and an **interest in self-improvement**.





Numeracy Implementation

Numeracy is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

Foundation Stage teach numeracy everyday - discretely - following the Early Learning goals and integrate it across the curriculum throughout the day. KS1 have 5 full sessions per week. KS2 have 5 full sessions per week plus 1 x 1 hour Schofield and Sims session on a Friday.

FS follow the Early Learning Goals; KS1 and KS2 all follow the order of FOCUS MATHS.

Year 2: Overview of the year					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Number and place value	3 Number and Place Value	4 Number and place value	7 Measures Length and mass/weight	5 Number and place value	10 Measures Time
2 Number and place value	1 Fractions	5 Measures Mass/weight	1 Multiplication & Division	5 Addition and subtraction	2 Multiplication and division
1 Measures Length and mass/weight	2 Measures Capacity and volume	2 Geometry 2D and 3D shape	2 Fractions	9 Measures Capacity and volume	5 Addition & Subtraction
1 Addition and subtraction	3 Measures Money	6 Measures Counting and money	3 Geometry Position and direction	3 Fractions	11 Revise Measures
2 Addition and subtraction	4 Measures Time	3 Addition and Subtraction	8 Measures Time	4 Geometry Position and direction	Revise Number and Place Value & Addition & Subtraction
1 Geometry 2D and 3D shape	Consolidate and assess	4 Addition and Subtraction	Consolidate and assess	5 Geometry 2D and 3D shape	Consolidate and assess



Maths Vocabulary for Year 1							
Number and place value	Addition and subtraction	Multiplication and division	Measure	Geometry (position and direction)	Geometry (properties of shape)	Fractions	General/problem solving
<ul style="list-style-type: none"> • Number • Zero, one, two, three to twenty, and beyond • None • Count • (on/up/to/from / down) • Before, after • More, less, many, few, fewer, least, fewest, smallest, greater, lesser • Equal to, the same as • Odd, even Pair • Units, ones, tens • Ten more/less • Digit • Numeral • Figure(s) • Compare • (In) order/a different order 	<ul style="list-style-type: none"> • Number bonds, • number line • Add, more, plus, make, sum, total, • altogether • Inverse • Double, near double • Half, halve • Equals, is the same as (including equals sign) • Difference • between • How many more to make..?, how • many more • is...than..?, how much more is..? • Subtract, take away, • minus 	<ul style="list-style-type: none"> • Odd, even • Count in twos, threes, fives • Count in tens (forwards from/backwards from) • How many times? • Lots of, groups of • Once, twice, three times, five times • Multiple of, times, multiply, multiply by • Repeated addition • Array, row, column • Double, halve • Share, share equally • Group in pairs, threes, etc. • Equal groups of 	<ul style="list-style-type: none"> • Full, half full, empty • Holds • Container • Weigh, weighs, balances • Heavy, heavier, heaviest, light, lighter, lightest • Scales • Time • Days of the week: Monday, Tuesday, etc. • Seasons: spring, summer, autumn, winter • Day, week, month, year, weekend • Birthday, holiday • Morning, afternoon, evening, night, midnight • Bedtime, dinnertime, playtime • Today, yesterday, tomorrow • Before, after • Next, last, now, soon, early, late • Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly • Old, older, oldest, new, newer, newest • Takes longer, takes less time • Hour, o'clock, half past • Clock, watch, hands 	<ul style="list-style-type: none"> • Position • Over, under, underneath, above, below, top, bottom, side on, in, outside, inside • around, in front, behind • Front, back • Before, after • Beside, next to, • Opposite • Apart • Between, middle, edge, centre • Corner • Direction • Journey • Left, right, up, down, forwards, backwards, • sideways • Across 	<ul style="list-style-type: none"> • Group, sort • Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square • Shape • Flat, curved, straight, round • Hollow, solid • Corner (point, pointed) • Face, side, edge • Make, build, draw 	<ul style="list-style-type: none"> • Whole • Equal parts, four equal parts • One half, two halves • A quarter, two quarters 	<ul style="list-style-type: none"> • Listen, join in • Say, think, imagine, remember • Start from, start with, start at • Look at, point to • Put, place, fit • Arrange, rearrange • Change, change over • Split, separate • Carry on, continue, repeat, what comes next? • Find, choose, collect, use, make, build • Tell me, describe, pick out, talk about, explain, show me • Read, write, record, trace, copy, complete, finish, end • Fill in, shade, colour, tick, cross, draw, draw a line between, join (up), ring, arrow • Cost • Count, work out, answer, check same number(s) /



Whinstone Primary School Year 1 Numeracy



<ul style="list-style-type: none"> • Size • Value • Between, halfway • Above, below 	<ul style="list-style-type: none"> • How many fewer • is...than...?, how much less is...? 	<ul style="list-style-type: none"> • Divide, divided by, left, left over 	<ul style="list-style-type: none"> • How long ago?, how long will it be to...?, how long will it take to...?, how often? • Always, never, often, sometimes, usually • Once, twice • First, second, third, etc. • Estimate, close to, about the same as, just over, just under • Too many, too few, not enough, enough • Length, width, height, depth • Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest • Low, wide, narrow, deep, shallow, thick, thin • Far, near, close • Metre, ruler, metre stick • Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as • How much?, how many? • Total 	<ul style="list-style-type: none"> • Close, far, near • Along, through • To, from, towards, away from • Movement • Slide, roll, turn, • whole turn, half turn • Stretch, bend 			<ul style="list-style-type: none"> • different number(s) / missing number(s) • Number facts, number line, number track, number square, number cards • Abacus, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg board • Same way, different way, best way, another way • In order, in a different order • Not all, every, each
---	---	---	---	--	--	--	--



Whinstone Primary School Year 1 Numeracy



Impact

Teachers will regularly assess and will evaluate what knowledge and skills pupils have gained against expectations.

1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	1.1.a.1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	
	1.1.a.2 Given a number, identify one more and one less	
	1.1.a.3 Count in multiples of twos, fives and tens	
	1.1.b.1 Read and write numbers to 100 in numerals	
	1.1.b.2 Read and write numbers from 1 to 20 in words	
	1.1.b.3 Identify and represent numbers using objects and pictorial representations including the number line	
	1.1.c.1 Use the language of: equal to, more than, less than (fewer), most, least	
	1.2.a.1 Represent and use number bonds and related subtraction facts within 20	
	1.2.b.1 Mentally add and subtract one- and two-digit numbers to 20, including zero	
	1.2.c.1 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	
	1.2.c.2 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	
	1.2.e.1 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
	1.3.a.1 Recognise, find and name a half as one of two equal parts of an object, shape or quantity	
	1.3.a.2 Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
	1.1.1 Sequence events in chronological order using language	
	1.1.2 Recognise and use language relating to dates, including days of the week, weeks, months and years	
	1.1.3 Recognise and know the value of different denominations of coins and notes	
	1.2.1 Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	



Whinstone Primary School Year 1 Numeracy



1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	1.2.2 Measure and begin to record time (hours, minutes, seconds)	
	1.2.3 Measure and begin to record lengths and heights, mass/weight, capacity and volume	
	1.3.1 Compare, describe and solve practical problems for time (^)	
	1.3.3 Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity/volume	
	1.2.2 Recognise and name common 2-D shapes i.e. including rectangles (including squares), circles and triangles	
	1.2.3 Recognise and name common 3-D shapes i.e. including cuboids (including cubes), pyramids and spheres	
	1.4.1 Describe position using everyday language e.g. top, middle, bottom, in front of, between, near, inside	
	1.5.1 Describe movement in straight lines using everyday language and describe turns, including half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face	