



***Mathematics
Curriculum Overview***

EYFS

MATHEMATICS

EYFS	Early Number	Early Geometry and Measure	Intended Outcomes
<p>Autumn Term:</p> <p>Theme: Me and My World.</p> <p>READY...</p>	<p>Early number exploration: To explore number through sensory and play-based activities with adult support (e.g. pressing buttons on number toys, listening to number songs, exploring cause-and-effect toys, touching and handling number objects).</p> <p>Attention and imitation: To respond to simple number-based routines through imitation (e.g. copying clapping, tapping, waving, or jumping during counting songs and action rhymes).</p>	<p>Shape exploration: To explore a range of shapes through sensory play (e.g. handling shape blocks, posting shapes into sorters, touching textured shapes in sensory trays).</p> <p>Size exploration: To explore big and small through play (e.g. handling big and small balls, stacking large and small blocks, carrying different-sized objects).</p>	<p>Desired: Pupils will engage with sensory mathematical activities, showing awareness by looking, reaching, or briefly interacting with objects during familiar routines such as number songs and shape exploration.</p> <p>Extended: Pupils will participate with support by completing simple actions such as touching or placing objects and beginning to respond to familiar routines through repeated actions.</p>
<p>Spring Term Theme:</p> <p>Food and Drink</p> <p>STEADY...</p>	<p>Group participation: To engage in small-group number and song activities with adult support (e.g. snack-based counting games, pressing buttons in turn, choosing objects during counting routines).</p> <p>Exploring quantities: To explore small quantities through play (e.g. handling groups of food items, placing objects into bowls, filling and emptying containers).</p>	<p>Shape play: To explore shapes during food-based play (e.g. using cutters in dough, handling food-shaped toys, posting shapes into containers).</p> <p>Capacity exploration: To explore filling and emptying during food and water play (e.g. pouring drinks, filling cups, emptying jugs).</p>	<p>Desired: Pupils will handle and explore objects during structured activities, showing awareness of simple quantity through actions such as filling, emptying, or passing objects.</p> <p>Extended: Pupils will begin to place and match objects during activities, taking part more actively in routines involving simple quantities and play-based exploration.</p>
<p>Summer Term:</p> <p>Leisure and Routines</p> <p>GO!</p>	<p>Object organisation: To line up and group objects with adult support (e.g. lining up toys, cups, shoes, placing objects into trays or baskets).</p> <p>Numicon exploration: To explore Numicon pieces during play (e.g. touching, stacking, posting, carrying Numicon shapes).</p>	<p>Size exploration through play: To explore big and small using leisure equipment (e.g. large and small soft-play, big and small balls, boxes, and containers).</p> <p>Cause and effect: To explore objects going in and out of containers (e.g. posting games, filling and emptying bags, tidy-up routines).</p>	<p>Desired: Pupils will place and organise objects during familiar routines, such as putting items into containers or taking part in tidy-up activities.</p> <p>Extended: Pupils will begin to group or organise objects with support, showing early awareness of similarity and difference during structured play.</p>
Links to Financial Education	<p>In EYFS, Financial education is embedded through choice-making, expressing preferences, and simple give-and-take during play and routines. Pupils develop early awareness of ownership by selecting and exchanging familiar objects.</p>		

PRIMARY

MATHEMATICS

Year 1	Number	Geometry and Measure	Intended Outcomes
<p>Autumn Term: Theme:</p> <p>Me and My World.</p>	<p>Early number engagement: To engage with number-based toys or activities with adult support (e.g. pressing buttons on a number toy/ cause-and-effect toys/ Exploring number songs with sensory props (shakers, lights)</p> <p>Imitation and attention: To imitate simple gross motor actions during number-based routines. (e.g. copying “hands up”, “clap”, or “tap knees” during a counting song/ Joining in with action rhymes like “1, 2, 3, jump!”)</p>	<p>Exploring shapes: To explore a range of shapes through sensory play (e.g. exploring shape objects in a sensory tray linked to familiar environments, touching or holding shapes during play with adults).</p> <p>Colour exploration: To explore objects of different colours with adult support (e.g. exploring red, yellow, and blue toys from the classroom, posting coloured objects into containers during free play)</p>	<p>Desired: Pupils will take part in familiar routines, interacting with objects and following simple supported actions such as giving, taking, or placing items.</p> <p>Extended: Pupils will begin to place objects purposefully and make simple choices between two options during structured activities.</p>
<p>Spring Term Theme:</p> <p>Food and Drink</p>	<p>Group participation: To engage in a small-group number activity with adult support (e.g. sitting with peers during a snack-based counting activity, taking turns pressing a button or choosing an item in a counting game).</p> <p>Matching quantities (Numicon): To explore and match Numicon shapes with adult support (e.g. matching identical Numicon shapes, handling Numicon while counting food items (e.g. crackers, cups)</p>	<p>Shape play: To explore simple shapes during adult-led play activities (e.g. exploring shape cutters during dough or food play, handling food-shaped toys (round fruit, square crackers).</p> <p>Simple construction: To engage with inset puzzles or construction toys during play (e.g. lifting puzzle pieces with pictures of food or kitchen items, exploring food-themed inset puzzles with adult support).</p>	<p>Desired: Pupils will respond to simple instructions during activities (e.g. “put in”, “give”) and take part in shared routines involving objects and early number.</p> <p>Extended: Pupils will match identical objects in a small field and begin to show awareness of small quantities (1-3) through supported activities.</p>
<p>Summer Term:</p> <p>Leisure and Routines</p>	<p>Lining up objects: To line up objects with adult support (e.g. lining up cars, cups, or shoes during routine activities, placing objects in a line to indicate “waiting” or “my turn”).</p> <p>Exploring Numicon during play: To explore Numicon pieces during adult-led play activities (e.g. touching, holding, or mouthing Numicon piece, matching Numicon together or stacking with adult support).</p>	<p>Exploring size through play: To explore objects of different sizes during play (e.g. handling big and small balls during outdoor play, playing with large and small leisure equipment (e.g. soft play items).</p> <p>Cause and effect: To explore objects going in and out of containers (e.g. putting personal items into bags during routine transitions, exploring “in” and “out” during tidy-up time).</p>	<p>Desired: Pupils will place and organise objects during routines, such as lining up items or grouping objects with support.</p> <p>Extended: Pupils will begin to sort small sets of objects by colour (red, yellow and blue).</p>
<p>Links to Financial Education</p>	<p>In KS1, Financial Education is embedded through preferences, and participating in simple exchange during play and daily routines. Pupils begin to show understanding of giving and receiving items with purpose, making simple selections, and engaging in familiar role-play activities that reflect everyday experiences.</p>		

MATHEMATICS

Year 2	Number	Geometry and Measure	Intended Outcomes
<p><u>Autumn Term:</u> Theme: Me and My World.</p>	<p>Group number engagement: To engage and participate in small-group numeracy activities with adult support (e.g. joining short group counting sessions using familiar classroom objects, interacting with number songs about daily routines, pressing buttons on number toys linked to home and school).</p> <p>Turn-taking & participation: To take turns during simple number games with adult facilitation (e.g. waiting for a turn to press a button, choosing a toy or object from a small group activity, passing objects during group play).</p>	<p>Colour sorting: To explore and sort objects by colour with adult support (e.g. sorting personal items, classroom toys, clothes, or everyday objects into coloured trays).</p> <p>Inset puzzle exploration: To explore simple inset puzzles through play (e.g. lifting, placing, and handling puzzle pieces showing familiar people, home items, or classroom objects).</p>	<p>Desired: Pupils will follow simple one-step instructions (e.g. one! While adult's point to the number game) and take part in group routines, showing increasing awareness of number and object use.</p> <p>Extended: Pupils will sort objects by a single feature (e.g. colour, marked size) and take turns with reduced support.</p>
<p><u>Spring Term</u> Theme: Food and Drink</p>	<p>Matching quantities: To explore and match small groups of objects (1–5) with adult support (e.g. matching cups, toys, or family photos during group sessions)</p> <p>Group participation: To engage in short group numeracy activities with adult facilitation (e.g. choosing objects, copying actions in counting songs, sharing resources with peers).</p>	<p>Shape exploration: To explore simple shapes through play using inset puzzles, construction toys, and sorting games (e.g. building houses for family figures, matching shapes in family-themed puzzles).</p> <p>Construction play: To engage with construction toys during shared play (e.g. stacking, knocking down, rebuilding together in group play).</p>	<p>Desired: Pupils will match small groups of objects (1-3) and take part in shared activities involving simple quantity and object handling.</p> <p>Extended: Pupils will match quantities more consistently (e.g. 1–3) and complete simple tasks such as puzzles or construction with support.</p>
<p><u>Summer Term:</u> Leisure and Routines</p>	<p>Functional quantity use: To respond to simple instructions involving quantity during routines (e.g. “give one”, “add one more”, placing items into containers during play and daily routines).</p> <p>Exploring Numicon: To explore Numicon shapes during play (e.g. touching, stacking, posting, carrying Numicon during free play and group sessions).</p>	<p>Measuring through movement: To explore distance and size using body movement (e.g. counting steps to the door, jumping, crawling, moving through tunnels, outdoor play).</p> <p>Position & direction: To explore positional language and movement (e.g. climbing over, crawling under, moving through tunnels, climbing onto soft play equipment).</p>	<p>Desired: Pupils will respond to simple number instructions during routines (e.g. “give one”, “take one”) and place objects correctly.</p> <p>Extended: Pupils will begin to change small quantities 1-3 (adding or removing one) and follow simple positional or routine-based instructions.</p>
<p>Links to Financial Education</p>	<p>In KS1, Financial Education is embedded through preferences, and participating in simple exchange during play and daily routines. Pupils begin to show understanding of giving and receiving items with purpose, making simple selections, and engaging in familiar role-play activities that reflect everyday experiences.</p>		

MATHEMATICS

Year 3	Number	Geometry and Measure	Financial Education	Intended Outcomes
<p>Autumn Term: Theme: Me and My World</p>	<p>Group number engagement: To engage and participate in group numeracy sessions with adult support (e.g. counting animal toys, joining in number songs about animals, pressing buttons on number toys).</p> <p>Early matching: To explore matching small groups of objects (e.g. matching identical animal figures, matching pictures of animals or familiar objects).</p>	<p>Visual discrimination: To match identical shapes and objects during play (e.g. matching identical triangles, animal pictures, or familiar objects).</p> <p>Exploring size and length: To explore objects of different sizes and lengths through sensory play (e.g. comparing long and short objects, exploring different length straws, light/dark objects).</p>	<p>Expressing needs: To express basic needs with adult support (e.g. reaching, pointing, or using symbols to request a drink, snack, favourite toy, or comfort item).</p> <p>Expressing wants: To express preferences during play activities (e.g. choosing between two toys, selecting a preferred activity, indicating which space or object they want to engage with).</p>	<p>Desired: Pupils will take part in structured group activities, showing increased engagement by matching identical objects or pictures and responding to simple instructions during familiar routines using concrete resources.</p> <p>Extended: Pupils will begin to sort objects by a clear and visible feature (such as colour – 5 colours, type or size) and make simple choices during activities, showing increased awareness of similarities and differences.</p>
<p>Spring Term: Theme: Food and Drink</p>	<p>Exploring quantity: To explore small quantities through play (e.g. matching identical food pictures, giving 1–3 items, placing objects into containers).</p> <p>Matching numerals: To explore matching numerals to groups of objects with adult support (e.g. matching number cards to food items or household objects).</p>	<p>Position and direction: To explore positional concepts through movement (e.g. up/down, in/out, on/off using climbing, crawling, and movement games).</p> <p>Shape play: To explore shapes through construction and puzzle play (e.g. building houses with blocks, fitting shapes into inset puzzles).</p>	<p>Ownership & belonging: To explore activities focused on personal belongings and shared resources (e.g. choosing my cup, putting my toy in my box, recognising shared toys during group play).</p> <p>Turn-taking exchanges: To practise simple exchanges during shared activities (e.g. giving and receiving objects during family role-play games).</p>	<p>Desired: Pupils will respond to simple instructions involving objects and routines (e.g. placing items in the correct location or giving a small number of items) and take part in shared activities involving everyday materials.</p> <p>Extended: Pupils will match small groups of objects more consistently and begin to show awareness of position (e.g. in/on/under) during structured play and movement-based activities.</p>
<p>Summer Term: Leisure and Routines</p>	<p>Functional number use: To respond to simple addition and subtraction instructions during play (e.g. “take one away”, “add one more” using minibeasts, water toys, or play objects).</p> <p>Numicon exploration: To explore Numicon shapes 1–3 during play (e.g. stacking, posting, filling Numicon holes with objects like beads, pegs, or peas).</p>	<p>Matching by size: To match identical pictures and objects of different sizes (e.g. matching different sized containers, animals, or minibeasts).</p> <p>Measuring play: To explore capacity and size through water play (e.g. filling and emptying containers, pouring between cups).</p>	<p>Money exploration: To explore coins and tokens through play (e.g. handling coins, posting tokens, carrying coins during sensory and role-play activities).</p> <p>Pretend spending: To engage in simple role-play spending activities with adult support (e.g. School Shop, snack role-play, exchanging tokens to access toys).</p>	<p>Desired: Pupils will take part in practical activities involving grouping and organising objects (e.g. placing items into sets or containers) during familiar routines.</p> <p>Extended: Pupils will begin to change small groups with support (e.g. adding or removing an item within a routine) and take part in simple role-play activities involving giving and receiving objects.</p>

MATHEMATICS

Year 4	Number	Geometry and Measure	Financial Education	Intended Outcomes
<p>Autumn Term: Theme: Me and My World</p>	<p>Group numeracy engagement: To engage and participate in group numeracy sessions with adult support (e.g. joining number songs, interacting with number games, exploring counting objects linked to self and home routines).</p> <p>Ordering quantities: To explore ordering small quantities 1–5 using objects with adult support (e.g. placing personal items, toys, or classroom objects in sequence using visual prompts).</p>	<p>Exploring position & direction: To explore positional concepts through movement (e.g. in/out, on/off, under/over using obstacle courses, classroom routines, and soft play).</p> <p>Exploring measure (weight): To explore heavy/light through sensory play (e.g. carrying weighted objects, balancing classroom items, comparing objects in hands).</p>	<p>Making simple choices: To make choices about how to use money during play (e.g. choosing between two items, selecting a pretend purchase, choosing a toy or resource during role-play).</p> <p>Purposeful selection: To select items for a simple purpose (e.g. choosing food for an animal toy, selecting clothes for a doll).</p>	<p>Desired: Pupils will follow simple instructions and organise objects during less structured activities (e.g. placing, grouping, or lining up items) while taking part in familiar and less familiar routines.</p> <p>Extended: Pupils will begin to order small groups of objects (e.g. using visual differences such as size or quantity) and respond to simple positional language during activities.</p>
<p>Spring Term: Theme: Food and Drink</p>	<p>Simple addition & subtraction: To explore combining and removing objects during play (e.g. adding one more food item, taking one away during snack routines).</p> <p>Estimating and matching: To explore placing objects into groups of 1–5 with adult support (e.g. matching cups, plates, or snack items to trays).</p>	<p>Exploring measure (capacity & temperature): To explore filling, emptying, and temperature differences through food and water play (e.g. pouring drinks, filling cups, handling warm/cold objects safely).</p> <p>Exploring patterns: To copy simple repeating patterns using food items or kitchen tools (e.g. spoon-cup-spoon, cracker-grape-cracker).</p>	<p>Needs vs wants: To explore the difference between needs and wants during play (e.g. choosing between food and toys, sorting items into “need” and “want” boxes with adult support).</p> <p>Looking after money: To explore money storage and care (e.g. posting coins into a piggy bank, putting money into a purse or wallet).</p>	<p>Desired: Pupils will take part in practical activities involving combining and separating objects within familiar contexts such as play, snack, or classroom routines.</p> <p>Extended: Pupils will show early awareness of simple patterns or sequences and begin to organise objects with increased independence during structured tasks.</p>
<p>Summer Term: Theme: Leisure and Routines</p>	<p>Counting arrays & early multiplication: To explore grouping objects into small sets through play (e.g. placing items into trays, grouping toys during tidy-up routines).</p> <p>Numicon exploration: To explore matching objects to Numicon shapes 1–5 during play (e.g. filling Numicon holes, stacking shapes).</p>	<p>Pattern & shape play: To explore repeating patterns and shapes through construction and creative play (e.g. copying block patterns, building structures, matching shapes).</p> <p>Movement & direction: To explore positional language through outdoor and indoor play (e.g. obstacle courses, movement games).</p>	<p>Purposeful spending: To engage in pretend shopping activities for specific purposes (e.g. buying items for minibeasts, garden role-play, water play equipment).</p> <p>Following a simple list: To follow a simple shopping list containing one item or symbol (e.g. selecting one item from a tray or shelf).</p>	<p>Desired: Pupils will group objects into small sets during activities and follow simple routines involving movement, organisation, and use of space.</p> <p>Extended: Pupils will begin to match objects to simple representations (e.g. shapes, templates, or structured resources) and follow short sequences of actions with support.</p>

MATHEMATICS

Year 5	Number	Geometry and Measure	Financial Education	Intended Outcomes
<p>Autumn Term: Theme:</p> <p>Me and My World</p>	<p>Number recognition & estimation: To explore identifying and labelling numerals 1–5 with adult support (e.g. matching number cards to personal objects, selecting numbered lockers or trays).</p> <p>Counting & estimation: To engage in counting activities using familiar objects (e.g. counting toys, steps, classroom items).</p>	<p>Sorting by size: To sort objects by size using clear visual cues (e.g. sorting clothes, shoes, classroom resources into small / medium / large).</p> <p>Position & direction (forwards): To respond to simple movement instructions (e.g. move forwards, walk to, crawl to) during structured routines and play.</p>	<p>Money recognition: To explore and recognise coins and notes during play (e.g. touching, holding, posting coins, matching identical coins).</p> <p>Shop role-play: To engage in simple shop role-play sessions with adult support (e.g. giving a coin to receive a preferred item).</p>	<p>Desired: Pupils will recognise and select familiar numbers or objects during structured activities and begin to compare simple groups (e.g. identifying which has more or less) using concrete resources.</p> <p>Extended: Pupils will count small groups of objects with support (1-5) and begin to recognise familiar coins or tokens during play-based and routine activities.</p>
<p>Spring Term: Theme:</p> <p>Food and Drink</p>	<p>Simple addition & subtraction: To explore adding and taking away objects during food play (e.g. adding grapes to bowls, removing crackers, counting remaining items).</p> <p>Problem solving: To explore “more” and “less” using food items and trays.</p>	<p>Exploring capacity & temperature: To explore filling, emptying, and temperature differences during cooking and sensory play (e.g. pouring drinks, handling warm/cold items safely).</p> <p>Big & small: To select larger or smaller food items when presented with clear choices.</p>	<p>Purposeful spending: To use coins or tokens to access food items during role-play (e.g. café role-play, snack shop).</p> <p>Using a purse: To explore carrying and storing coins or tokens in a purse during play.</p>	<p>Desired: Pupils will take part in practical activities involving grouping, sharing, or selecting objects for a purpose (e.g. during food preparation or structured play).</p> <p>Extended: Pupils will begin to solve simple practical problems (e.g. choosing the correct amount or identifying more/less) and use objects purposefully during role-play activities.</p>
<p>Summer Term:</p> <p>Leisure and Routines</p>	<p>Grouping & early multiplication: To explore grouping objects into sets (e.g. organising toys into equal groups, sharing items fairly during play).</p> <p>Numicon representation: To explore representing amounts using Numicon shapes 1–5 during play.</p>	<p>Movement & direction (backwards): To respond to simple positional instructions (e.g. move backwards, step back, crawl back).</p> <p>Full & empty: To explore the concept of full and empty during water and sensory play.</p>	<p>Shopping lists: To follow a simple shopping list with 1–2 items or symbols (e.g. collecting leisure equipment, selecting snack items).</p> <p>Preparing for outings: To prepare items for trips or leisure routines (e.g. packing a bag, choosing a purse, selecting required items).</p>	<p>Desired: Pupils will group objects into sets and begin to follow simple instructions involving positioning (e.g. next to, behind) during familiar routines such as preparing for activities or organising the class.</p> <p>Extended: Pupils will take part in simple shopping-style routines (e.g. selecting one or two items) and begin to use number skills more independently in structured contexts.</p>

MATHEMATICS

Year 6	Number	Geometry and Measure	Financial Education	Intended Outcomes
<p>Autumn Term: Theme:</p> <p>Me and My World</p>	<p>Number recognition & counting: To identify and label numerals 1–10 with adult support (e.g. matching number cards to personal items, selecting numbers during group activities).</p> <p>Comparing quantities: To explore “more” and “less” through object-based play (e.g. selecting the larger group, giving more items when requested).</p>	<p>Sorting by size: To sort sets of items into big and small using visual cues (e.g. sorting personal belongings, clothes, or classroom resources).</p> <p>Exploring shape properties: To explore 2D shapes through play and construction (e.g. building with shape blocks, matching shapes to outlines).</p>	<p>Keeping belongings safe: To explore how to keep personal items safe (e.g. placing money and valuables into bags, trays, lockers).</p> <p>Understanding value: To explore different coins and notes through handling and matching activities.</p>	<p>Desired: Pupils will identify and use familiar numbers (1-5) and objects during structured activities, showing awareness of quantity through comparison and selection using concrete materials.</p> <p>Extended: Pupils will compare groups more consistently and recognise simple differences in quantity, as well as begin to identify familiar coins and their use during role-play.</p>
<p>Spring Term: Theme:</p> <p>Food and Drink</p>	<p>Problem-solving with quantity: To explore simple addition and subtraction through food-based activities (e.g. adding items to bowls, taking items away, identifying where there is more or less).</p> <p>Giving the correct amount: To give a requested number of food items using adult support (e.g. “give 2 crackers”).</p>	<p>Exploring measure (length & capacity): To explore long/short and full/empty during food and water play (e.g. selecting longer utensils, filling and emptying cups).</p> <p>Time awareness: To explore time during activities (e.g. using sand timers, waiting for snack preparation, stopping when timer finishes).</p>	<p>Shopping & lists: To follow a simple shopping list with 1–3 symbols (e.g. collecting snack items, ingredients).</p> <p>Saving & storing money: To explore keeping money safe in purses or wallets.</p>	<p>Desired: Pupils will follow simple instructions involving quantity and objects (e.g. giving a requested amount 1-5) and take part in structured activities linked to everyday routines.</p> <p>Extended: Pupils will solve simple practical problems using objects (e.g. selecting correct amounts or sharing items) and follow short sequences of instructions with reduced support.</p>
<p>Summer Term:</p> <p>Leisure and Routines</p>	<p>Grouping & early multiplication: To explore grouping items into equal sets during play (e.g. organising equipment, sharing snacks fairly, grouping toys).</p> <p>Numicon representation: To represent amounts 1–10 using Numicon shapes during play and structured activities.</p>	<p>Position & direction: To respond to positional instructions using objects and movement (e.g. in/on/under/next to, obstacle courses, classroom routines).</p> <p>Shape construction: To explore building and copying simple shape models using construction toys.</p>	<p>Simple budgeting: To plan a very simple budget for leisure activities (e.g. choosing between 2–3 options for a class treat or picnic).</p> <p>Emotional awareness of spending: To explore feelings linked to buying items (e.g. recognising happy feelings when choosing preferred activities or items).</p>	<p>Desired: Pupils will apply number and organisational skills during familiar routines (e.g. grouping items, preparing materials, following steps in activities).</p> <p>Extended: Pupils will take part in simple real-life problem-solving situations, make choices involving quantity or money, and follow short sequences with increasing independence.</p>

SECONDARY

MATHEMATICS FOR LIFE

Year 7	Links to Number	Links to Geometry and Measure	Links to Financial Education	Intended Outcomes
<p>Autumn Term: Theme:</p> <p>Me and My World</p>	<p>Understanding number in context: To explore number through everyday routines with adult support. (e.g. counting personal belongings, counting steps to class, counting items in lunchbox, joining in number songs, pressing buttons on number toys).</p> <p>Sequencing numbers: To explore ordering numbers 1–5 using objects and visual supports. (e.g. lining up numbered cards, ordering cups 1–5, sequencing steps in a routine using number cards).</p>	<p>Heavy & light: Heavy & light: To explore weight through sensory play. (e.g. carrying bags, comparing lunchboxes, balancing classroom objects, exploring heavy vs light objects in sensory trays).</p> <p>Shape exploration: To explore 2D shapes through construction and puzzle play. (e.g. fitting shapes into inset puzzles, building with shape blocks, matching shapes to outlines).</p>	<p>Wants & needs: To explore the different wants and needs of myself and others through role-play and everyday routines (e.g. choosing food, clothing, toys for different people).</p> <p>Recognising coins & notes: To explore different coins and notes through handling and matching activities.</p>	<p>Desired: Pupils will take part in everyday routines involving number, such as handling and organising personal belongings, following recipes, matching small sets of objects, and following simple instructions using familiar resources.</p> <p>Extended: Pupils will begin to order small groups of objects (e.g. using visual cues such as size or simple number order) and make simple choices during structured routines involving everyday items.</p>
<p>Spring Term: Theme:</p> <p>Food and Drink</p>	<p>Addition & subtraction: To explore adding and taking away food items during snack and cooking routines. (e.g. adding one grape, taking one cracker away, counting how many left in a bowl).</p> <p>Responding to quantity instructions: To respond to simple instructions. (e.g. “give me 2”, “put 1 more”, “take 1 away”).</p>	<p>Long & short: To explore length using food and kitchen tools. (e.g. comparing long and short spoons, straws, breadsticks).</p> <p>Position & direction: To follow simple positional instructions during cooking routines. (e.g. put in, take out, on top, next to, inside bowls or trays).</p>	<p>Following shopping lists: To follow a simple shopping list with 1–5 items or symbols (e.g. collecting snack ingredients).</p> <p>Making simple purchases: To give the correct amount of coins or tokens during café or snack role-play.</p>	<p>Desired: Pupils will respond to simple instructions involving objects and quantities 1-5 (e.g. giving or placing items) during practical activities such as snack, cooking, or classroom routines.</p> <p>Extended: Pupils will respond more consistently to quantity-based instructions (e.g. giving a small number of items) and take part in simple structured exchanges during role-play activities – Cinema/Shop</p>
<p>Summer Term:</p> <p>Leisure and Routines</p>	<p>Numicon exploration: To represent numbers 1–5 using Numicon shapes. (e.g. filling Numicon holes with objects, stacking Numicon, matching Numicon shapes).</p> <p>Number sequencing: To order numbers during leisure routines. (e.g. turn-taking games, lining up numbered spots, sequencing activities).</p>	<p>Time awareness: To explore time using timers and visual countdowns. (e.g. waiting for sand timer, stopping activity when timer finishes).</p> <p>Movement & position: To follow positional instructions during games. (e.g. go to, stand on, sit under, move through obstacle course).</p>	<p>Simple budgeting: To plan and manage a simple budget for leisure activities (e.g. choosing items for a class party or outing).</p> <p>Preparing for transitions: To prepare items and money for outings or transition activities (e.g. packing bags, organising purses, selecting required items).</p>	<p>Desired: Pupils will match objects to simple representations (e.g. shapes, templates, or Numicon) and take part in familiar routines involving sequencing and organisation.</p> <p>Extended: Pupils will begin to order objects or numbers within a small range and follow short sequences of actions during structured activities such as games or daily routines.</p>

MATHEMATICS FOR LIFE

Year 8	Links to Number	Links to Geometry and Measure	Links to Financial Education	Intended Outcomes
<p>Autumn Term: Theme:</p> <p>Me and My World</p>	<p>Comparing quantities: To explore which group has more or fewer items using concrete objects. (e.g. comparing two bowls of toys, choosing the bigger pile, giving more objects when requested, matching larger vs smaller sets).</p> <p>Counting & ordering: To count and order numbers 1–10 using objects and visual supports. (e.g. ordering number cards, lining up objects 1–10, sequencing steps in routines).</p>	<p>Size & shape exploration: To explore size and 2D shapes through sorting and construction play (e.g. sorting clothes or classroom items into big/small, matching shape blocks to outlines, building models using shapes).</p> <p>Position & direction: To follow simple positional instructions in daily routines (e.g. put in, take out, go to, sit on, stand next to).</p>	<p>Spending awareness: To explore different ways money can be spent (e.g. shop role-play, choosing between items).</p> <p>Money recognition: To explore coins and notes through handling and matching.</p>	<p>Desired: Pupils will compare two groups of objects using concrete resources (e.g. identifying more or less) and take part in structured routines involving number and organisation.</p> <p>Extended: Pupils will begin to count and order objects within a small range with support, and sort items by clear features such as size (big, medium, small) or type during practical activities.</p>
<p>Spring Term: Theme:</p> <p>Food and Drink</p>	<p>Practical addition & subtraction: To solve simple food-based problems (e.g. adding items to bowls, sharing food equally, removing items and counting what remains).</p> <p>Recording totals: To explore recording simple totals using symbols or pictures (e.g. placing counters next to number cards, using picture tallies).</p>	<p>Big & small: To explore size comparison using food items (e.g. choosing bigger apples, smaller biscuits, comparing cup sizes).</p> <p>Capacity: To explore full/empty and pouring (e.g. filling cups, emptying jugs, transferring liquids between containers).</p>	<p>Saving money: To explore saving coins using jars or money boxes. (e.g. posting coins, choosing to save or spend in role-play).</p> <p>Buying food: To choose and exchange coins for food items in café role-play. (e.g. snack shop, school café, tuck shop).</p>	<p>Desired: Pupils will take part in practical activities involving sharing, grouping, or removing objects (e.g. during food preparation or play), showing understanding through action.</p> <p>Extended: Pupils will begin to solve simple practical problems using objects (e.g. sharing items or identifying what remains – total amount not exceeding 10) and show early attempts to represent totals using visual supports.</p>
<p>Summer Term:</p> <p>Leisure and Routines</p>	<p>Number patterns: To explore number patterns and sequences during games (e.g. copying clapping patterns, step patterns, colour-number sequences).</p> <p>Number bonds: To explore different ways of making 10 using concrete resources (e.g. combining groups of objects, Numicon combinations, bead strings).</p>	<p>Ordering by size: To order objects based on length or height (e.g. lining up sticks, comparing towers, ordering cones by size).</p> <p>Direction & movement: To respond to positional language during outdoor play (e.g. move forwards, backwards, turn around, go under, climb over).</p>	<p>Managing money: To explore carrying and storing money safely. (e.g. putting coins in purse, carrying wallet in bag).</p> <p>Pretend spending: To engage in leisure-based shop activities. (e.g. School Shop, vending machine role-play, snack stall).</p>	<p>Desired: Pupils will take part in repeating patterns (ABAB) and structured routines (e.g. sequences in games or activities) and group objects during familiar tasks.</p> <p>Extended: Pupils will continue patterns (ABCABC) and begin to combine small groups of objects during structured activities, showing increased independence in routine-based tasks.</p>

MATHEMATICS FOR LIFE

Year 9	Links to Number	Links to Geometry and Measure	Links to Financial Education	Intended Outcomes
<p>Autumn Term: Theme:</p> <p>Me and My World</p>	<p>Comparing numbers: To compare number values 1–10 using concrete resources (e.g. matching larger and smaller groups, choosing the bigger number card, comparing piles of classroom objects).</p> <p>Counting & estimating: To estimate small quantities in daily routines (e.g. guessing how many steps, objects, or toys then checking by counting).</p>	<p>3D shape exploration: To explore 3D shapes through construction and sensory play (e.g. building with cubes, cylinders, pyramids, shape sorting).</p> <p>Size & weight: To explore heavier/lighter and taller/shorter (e.g. carrying bags, comparing weighted objects, stacking towers).</p>	<p>Money awareness: To explore money through role-play and everyday routines (e.g. handling coins, posting coins into slots, matching identical coins).</p> <p>Tracking spending: To explore simple recording of spending (e.g. choosing symbols to represent purchases, placing tokens into labelled containers).</p>	<p>Desired: Pupils will compare and identify differences between groups (e.g. bigger/smaller, more/less) and take part in counting small sets during familiar routines using concrete resources.</p> <p>Extended: Pupils will begin to estimate small quantities and order numbers or objects within a small range, showing increased independence during structured activities.</p>
<p>Spring Term: Theme:</p> <p>Food and Drink</p>	<p>Practical subtraction: To explore removing items and calculating what remains (e.g. taking biscuits from a plate, removing fruit from a bowl and counting what is left).</p> <p>Problem solving: To respond to real-life food-based number challenges (e.g. sharing food, giving equal amounts, checking if everyone has one).</p>	<p>Length & weight: To explore long/short and heavy/light through cooking play (e.g. comparing spoons, weighing ingredients, handling heavy and light containers).</p> <p>Position & direction: To respond to positional language during cooking routines (e.g. in, on, under, next to, behind when placing food or equipment).</p>	<p>Understanding money sources: To explore where money comes from (e.g. role-play jobs, earning tokens for tasks, discussing work and payment using symbols).</p> <p>Making purchases: To use coins or tokens in café role-play (e.g. snack shop, school café, vending machine role-play).</p>	<p>Desired: Pupils will take part in practical problem-solving situations (e.g. sharing or removing items during food-based activities) and respond to simple instructions involving number and objects.</p> <p>Extended: Pupils will solve simple addition or subtraction-style problems using objects in real-life contexts and follow instructions to give or share a set number of items with reduced support.</p>
<p>Summer Term:</p> <p>Leisure and Routines</p>	<p>Functional maths: To use number in real-life leisure contexts (e.g. travel, shopping, games, cooking routines).</p> <p>Representing number: To represent numbers using Numicon or visual supports (e.g. building quantities, matching Numicon to objects).</p>	<p>Time & direction: To explore time awareness and positional language during journeys and routines (e.g. using timers, waiting for turns, following directions on walks).</p> <p>Shape construction: To explore building and copying simple models using construction toys.</p>	<p>Needs & wants: To explore the difference between needs and wants when spending (e.g. choosing between food and toys, sorting items into need/want trays).</p> <p>Planning spending: To plan simple spending for leisure activities (e.g. choosing items for class treat, planning picnic items, selecting within a fixed token amount).</p>	<p>Desired: Pupils will use number skills during familiar real-life routines (e.g. selecting items, organising materials, following steps in activities) and follow simple multi-step instructions.</p> <p>Extended: Pupils will apply number skills in structured real-life contexts (e.g. shopping, planning activities), make simple choices involving quantity or money, and follow short sequences with increasing independence.</p>