Year R - Mathematics Curriculum Map

Numberblocks row:
- s1e1-10 (counting 1-5), s2e1-5(counting to 10), s3e1,6,7
- s1e12-15, s2e6,7, s3e8,10-13
- s3e16,17
- s3,e2,8
- s2e16
- s2e9
- s2e9
- s2e16
- s2e15s3e3,4,10
- s2e10,13,14 s3e10-12
- s2e6
- s2e11, s3e18,20
- s2e12,s3e13-15

Assessment Weeks: Reception Baseline End (wk1) · Reception Baseline (wk2) · Reception Baseline (wk3) · Assessment Week / Data Deadline for End of Key Stage (wk35)

Curriculum area	Week(s)	Content
Counting	4–6	Count up to three or four objects by saying a number name for each item. Count actions or objects which cannot be moved. Count objects to 10 and begin to count beyond 10. Count out up to six objects from a larger group. Count an irregular arrangement of up to ten objects
Counting	27	Counting in 2s, 5s, 10s (EXC skill)
Counting	34	Counting in 2s, 5s, 10s (EXC skill)
Comparing Numbers	6	Say the number that is one more than a given number. ELG - with numbers from 1 to 20 say which number is one more or less than a given number
Comparing Numbers	13	Use the language of 'more' and 'fewer' to compare two sets of objects. Say the number that is one more than a given number
Comparing Numbers	35	Say the number that is one more than a given number. ELG - with numbers from 1 to 20 say which number is one more or less than a given number
Reading and writing Numbers	3	Recognise some numerals of personal significance. Recognise numerals 1 to 10
Place Value		
Identifying, Representing and Estimating Number	4	Select the correct numeral to represent 1 to 5, then 1 to 10 objects.
Rounding		
Problem Solving		
Number Bonds	3	ELG - they solve problems, including doubling, halving and sharing
Number Bonds	33	ELG - they solve problems, including doubling, halving and sharing
Number Bonds	36	Count up to three or four objects by saying a number name for each item. Count actions or objects which cannot be moved
Mental +/-	9	Find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain (addition)
Mental +/-	33	Find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain. ELG - using quantities and objects, they add and subtract two single digit numbers and...
Mental +/-	34	Find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain. ELG - using quantities and objects, they add and subtract two single digit numbers and...
Written +/-		
Inverse, Estimating, Checking	29	Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Estimate how many objects they can see and check by counting them.
Inverse, Estimating, Checking	34	Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Estimate how many objects they can see and check by counting them.
Problems +/-	31	Count up to three or four objects by saying a number name for each item. Count actions or objects which cannot be moved. Count objects to 10 and...
Number Facts (x/÷)		
Mental x/÷		
Written x/÷		
Properties of Numbers, Multiple, Factors, Square and cube		
Order of Operations		
Inverse Operations, Estimating and checking		
Ration and proportion		
Problems x/÷	18	ELG - they solve problems, including doubling, halving and sharing (doubling)
Problems x/÷	22	ELG - they solve problems, including doubling, halving and sharing (halving)
Counting in Fractional Steps		
Recognising Fractions		
Comparing Fractions		
Comparing Decimals		

Row group labels (left margin): Number Addition and Subtraction · Number Multiplied · Number Fractions

	Numberblocks / Assessment Weeks	Wk	
Numberblocks	s1e1-10 (counting 1-5), s2e1-5(counting to 10), s3e1,6,7 (wk 3) · s1e12-15, s2e6,7, s3e8,10-13 (wk 9) · s3e16,17 (wk 11) · s3,e2,8 (wk 13) · s2e16 (wk 16) · s2e9 (wk 18) · s2e9 (wk 22) · s2e16 (wk 30) · s2e15s3e3,4,10 (wk 31) · s2e10,13,14 s3e10-12 (wk 34) · s2e6 (wk 35) · s2e11, s3e18,20 (wk 36) · s2e12,s3e 13-15 (wk 37)		
Assessment Weeks	Reception Baseline (wk 2) · Reception Baseline (wk 3) · Assessment Week / Data Deadline for End of Key Stage (wk 35)		

Week : Curriculum area: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

Curriculum area	Content (with week reference)
Rounding including decimals	
Equivalence (FDP)	
Addition and subtraction of fractions	
Multiplication and Division of Fractions	
Multiplication and Division of Percentages	
Problem Solving	
Algebra	
Comparing and estimating	
Measures	items by length or height (wk 13); Order two items by weight or capacity, Order two items by length or height (wk 24); Order two items by weight or capacity (wk 28); Order two items by weight or capacity, Order two or three items by length or height (wk 35)
Measures and calulating	
Time	Order and sequence familiar events (wk 7/8); Order and sequence familiar events (wk 9); Order and sequence familiar events Measure short periods of time in simple ways ELG - children use everyday language to talk about time (wk 20); Beginning to use everyday language related to time. (wk 24/25); Order and sequence familiar events Measure short periods of time in simple ways ELG - children use everyday language to talk about time (wk 35)
Converting	
Identifying shape and their properties	Use familiar objects and common shapes to create and recreate patterns ELG - They recognise, create and describe patterns (wk 11); Use familiar objects and common shapes to create and recreate patterns ELG - They recognise, create and describe patterns (wk 12); Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes ELG - They explore characteristics of everyday objects and shapes and use mathematical language to describe them (wk 16); Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes, ELG - They explore characteristics of everyday objects and shapes and use mathematical language to describe them (wk 30)
Drawing and Constucting	
Comparing and classifying	
Angles	
Position and direction	Describe their relative position such as 'behind' or 'next to' (wk 5); Describe their relative position such as 'behind' or 'next to' (wk 7); Describe their relative position such as 'behind' or 'next to' (wk 9)
Pattern	
Interpreting, constucting and interpreting data	
Solving Problems	