

Pupils will access numeracy on a daily basis throughout the curriculum to maintain and develop their skills, e.g. Circle Time, time-tables, celebrations, games and activities. However, some areas of the numeracy curriculum link particularly closely to our specific topics and are therefore given a focus during that term.

Emerging Learners	Early Learners	Established Learners
<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Become familiar with number rhymes and stories • Touch objects with support • Experience objects larger and smaller than self with support • Experience handling heavy and light objects with support • Experience a range of textures with support • Feel hot and cold objects with support • Learn to accept everyday routines • Become familiar with coins through handling with support 	<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Learn to distinguish between one and lots • Handle and explore the properties of 2D and 3D shapes, e.g. dough disco, print and mark-making • Find big or small objects, e.g., balls, toy cars • Find heavy or light objects from a choice of two • Place objects into a container or take them out of a container when asked • Fill containers with support, e.g., with water, sand • Show an awareness of hot and cold, e.g., reacting to hot food • Be aware of daily routines and anticipate what comes next and respond if routine is changed • Become familiar with coins through shopping role play 	<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> • Rote count to twenty • Talk about $\frac{1}{2}$ in everyday contexts, e.g., cutting toast in half • Describe 2D shapes by number of sides and corners and sorts 3D shapes, e.g. finding all the cylinders in a box of shapes • Order up to 5 objects by size, e.g., 5 balls • Compare objects and be able to indicate the long one or tall one, e.g., comparing two plants placed side by side or the height of two of their peers • Use the vocabulary heavy/light to compare objects • Find an object which is heavier or lighter than a specified item • Find which container holds the most liquid • Identify things that are hot or cold, e.g., hot radiator, snow • To discuss key parts of their daily routine using appropriate vocabulary, e.g. morning, afternoon, before, after • Understand and use the names for days of the week, e.g., no school on Saturday, swimming on Wednesday • Use 1p coins in role play to exchange for an item priced up to 10p • Record data through pictures, e.g., the weather for a week, favourite fruit survey
<p>At KS2 pupils will be taught to:</p>	<p>At KS2 pupils will be taught to:</p>	<p>At KS2 pupils will be taught to:</p>

<ul style="list-style-type: none"> • Learn to respond to number rhymes and stories • Handle and explore objects with increasing independence • Begin to respond to large and small objects • Begin to respond to heavy and light objects • Begin to respond to a range of textures • Begin to respond to a range of hot and cold objects • Begin to become familiar with everyday routines • Begin to learn to exchange a coin for an item in shopping role play with support 	<ul style="list-style-type: none"> • Develop an understanding of one to one correspondence, e.g. moving a counter a number of spaces along a gameboard • Sort 2D and 3D shapes according to a property, e.g. curved or straight sides • Compare and match big or small objects • Line up and stack objects • Sort heavy and light objects • Fill containers with water and sand independently • Use the terms hot and cold to describe objects • Be aware of daily routines and anticipate what comes next and respond if routine is changed • Develop sequencing of daily routines, e.g., ordering events on a visual timetable • Use coins independently in shopping role play 	<ul style="list-style-type: none"> • L - Order and recognise numerals to ten and know one more and one less • U - Order and recognise numerals to one hundred and count in 2s, 5s and 10s and know number pairs to 20 • L/U Fold a piece of paper in half with support • L/U Colour one half or one quarter of a shape with a degree of accuracy • L/U - Recognises and names a range of 2D and 3D shapes, e.g. rectangles, pentagons, hexagons, cuboids, prisms • L – order 3 items by length, weight or capacity, e.g., compare the length or pencils, put peers in height order • L/U - compare the temperature of hot or cold water • U – Use parts of the body to measure objects, e.g., length of the table in hand spans, width of the classroom in steps • L – Tells the time to the hour on an analogue clock • U – Tells the time in 15 minute intervals on an analogue clock • L - Identify all coins • U – Count sets of 2p, 5p and 10p coins up to £1 (100 pence) • L – Count objects in each category to find a total in statistical activities • U – Comparing categorical data and answering questions about it
<p>At KS3 pupils will be taught to:</p>	<p>At KS3 pupils will be taught to:</p>	<p>At KS3 pupils will be taught to:</p>

<ul style="list-style-type: none"> • To participate in number rhymes, stories and songs e.g. through actions, vocalisations or facial expression • Begin to develop the concept of two e.g. by holding an object in each hand • Show a preference for a large or small object, e.g., a drum • Explore heavy and light objects in a range of contexts • Show a preference for a particular texture • Respond consistently to a range of hot and cold objects • Become familiar with everyday routines and begin to accept a more varied daily routine • Exchange a coin for an item in shopping role play with some support 	<ul style="list-style-type: none"> • To consolidate an understanding of one to one correspondence in a wider range of contexts linked to life-skills, e.g. cooking, setting the table • To name basic 2D and 3D shapes and recognise some of their properties, e.g. circle, square, triangle, sphere, cube, pyramid • Order 3 objects by size, e.g., 3 balls • Order 3 objects by weight • Order 3 containers according to capacity • Demonstrate an understanding that things from the fridge are cold and they can use the cooker or microwave to heat things up • To discuss key parts of their daily routine using appropriate vocabulary, e.g. morning, afternoon, before, after • Understand and use the names for days of the week, e.g., no school on Saturday, swimming on Wednesday • Sort coins into silver and copper • Identify and match 1p, 2p, 5p and 10p coins • Count up to 3 1p coins 	<ul style="list-style-type: none"> • L – Order and recognise numerals to 20 and know one more and one less, solve number problems involving addition and subtraction of numbers totalling up to ten • U – Order and compare numerals to 1000 and beyond, use knowledge of 2s, 5s and 10s multiplication facts to solve problems, partition 2 and 3 digit numbers for the purpose of calculations • L - Fold a piece of paper in half independently • L - Colour one half or one quarter of a shape with greater accuracy • L – find half a set of objects and share a set of objects into 4 equal parts • U – recognise and write the symbols for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ and understand that $\frac{2}{4}$ is the same as $\frac{1}{2}$ • U – Describes the properties of 2D and 3D shapes including the number of edges, faces and vertices and recognise lines of symmetry in 2D shapes • L – Begin to use units of measurement for length, weight and capacity in practical everyday contexts • U – Measure length, weight and capacity to the nearest unit using measuring equipment • L/U - find out which equipment heats or cools food or objects • L– Tells the time in 15 minute intervals on an analogue clock • U - Tells the time in 5 minute intervals on an analogue clock and matches these times on a digital clock
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<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> • Participate in number songs and stories through intentional actions, e.g. using a switch to play the next verse • Consolidate the concept of two e.g. by holding an object in each hand • Show a preference for a large or small object, e.g., a drum during experiences in the wider community • Explore heavy and light objects in a range of contexts including the wider community • Show a preference for a particular texture during experiences in the wider community • Show a preference for temperature experiences, such as, feeling the warmth of the sun, going out in the snow • Anticipate familiar daily routines and accept a more varied daily routine including in the wider community • Exchange a coin for an item during a shopping experience in the wider community with some support 	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> • Apply an understanding of one to one correspondence in real-life contexts within the wider community, e.g. work experience opportunities such as packing, shopping • Name basic 2D and 3D shapes and recognise some of their properties • Identify 2D and 3D shapes within the wider environment and apply their knowledge to real-life contexts • Compare and order the weight of everyday objects, e.g., investigate who has the heaviest school bag • Use their knowledge of capacity in practical contexts, e.g., finding out how many cups of squash you can get from one jug • Use their understanding that things from the fridge are cold and they can use the cooker or microwave to heat things up to store and prepare food safely • Compare their daily routine to daily routines in the adult world using appropriate vocabulary and sequencing skills • Identify all coins • Group 1p coins into sets of 10 to help with counting, e.g., when counting money collected from a charity day 	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> • L – Consolidate and apply to real-life contexts knowledge and understanding of ordering and recognising numerals to 20 and beyond, and knowing one more and one less, solving number problems involving addition and subtraction of numbers totalling up to ten and beyond • U – Consolidate and apply to real-life contexts knowledge and understanding of ordering and comparing numerals to 1000 and beyond, using knowledge of multiplication facts to solve problems, partitioning 2 and 3 digit numbers and using methods such as repeat addition for the purpose of calculations • L – find a fraction of a quantity in practical contexts, e.g., halving a recipe • U – solve simple money problems involving fractions and decimals to 2 decimal places • U – To consolidate and apply to real-life contexts knowledge and understanding of 2D and 3D shapes, e.g. designing packaging • L – Confidently use units of measurement for length, weight and capacity in practical everyday contexts • U – Estimate and read measurements of length, weight, capacity and temperature to the nearest unit using measuring equipment and

		<p>find the difference between their estimate and the actual measurement</p> <ul style="list-style-type: none">• L - Tells the time in 5 minute intervals on an analogue clock and matches these times on a digital clock• U – Solve problems involving time in real-life contexts, e.g. working out how long a journey will take and what time it starts and finishes• L – Order 3 amounts of money up to £1• U - Understand and use £ and p notation, e.g. £5.27 means 5 pounds and 27 pence• U – Use Excel to display data
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