

BROADMEADOW SPECIAL SCHOOL  
MATHS CURRICULUM MAP

|                            | Sensory Experience   | Intentional  | Skill Development  | Functional Skills  | Applied Skills  |
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| <b>Autumn A<br/>Number</b> | <ul style="list-style-type: none"> <li>• <i>Listens to number rhymes</i></li> <li>• <i>Enjoys number finger rhymes</i></li> <li>• <i>Reach into a box to take something out</i></li> <li>• <i>Explores number sensory books with an adult.</i></li> <li>• <i>Opportunities through water/sand play.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Engages in counting like behaviour such as making sounds, pointing to or saying some numbers in sequence.</li> <li>• Touch count objects in a regular pattern.</li> <li>• Explore Numicon</li> <li>• Reacts to changes of amount in a group of up to three items and show understanding of 'lots', 'more', 'same'.</li> </ul> | <ul style="list-style-type: none"> <li>• Order numbers 1-5.</li> <li>• Can point to a number when asked.</li> <li>• Understand number amounts 1-3</li> <li>• Match Numicon shapes to correct numerals 1-5 with picture to match</li> <li>• Touch count objects in an irregular pattern.</li> <li>• Takes an active role during number rhymes e.g. add one or take one away e.g. 5 little ducks</li> <li>• Show finger numbers up to five.</li> </ul> | <ul style="list-style-type: none"> <li>• Order numbers 1-10</li> <li>• Understands number amounts 1-10 by linking numerals and amounts.</li> <li>• Match Numicon shapes to correct numeral 1-10</li> <li>• Knows that the last number reached when counting a set of objects is how many there are in total. (Cardinal number)</li> <li>• Solve real world mathematical problems with numbers up to five.</li> </ul> | <ul style="list-style-type: none"> <li>• Can order numbers forwards and backwards within 10.</li> <li>• Using Numicon or other resources can begin to perform simple addition sums.</li> <li>• Rote counts to 20.</li> <li>• May begin to take away within 5.</li> <li>• Can recognise the larger number from 2 given numbers.</li> <li>• Begin to estimate small number amounts and count to check.</li> <li>• Can count out a smaller number from a larger</li> </ul> |

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|   |  |  |  |  | <p>group to show understanding of cardinal number.</p> <ul style="list-style-type: none"> <li>• Demonstrates subitising by recognising the number of objects in a small group without counting e.g. dice patterns.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explores the composition of numbers to ten.</li> <li>• Knows number bonds for numbers 0-10.</li> </ul> |
| <p><b>By the end of key stage one in Number pupils should be able to:</b></p> | <p><b>Number</b> • Count in multiples of 2, 5 and 10, to 100, forwards and backwards • Count forward in multiples of 3, to 18 • Count in steps of 10, forward and backwards (e.g. 97, 87...) • Read &amp; write numbers to at least 100 in numerals, and phonetically attempts to write numbers to 100 in words • Use place value in whole numbers up to 100 to compare and order numbers, sometimes using &lt; and &gt; signs correctly • Identify, represent and estimate within a structural environment (e.g. estimate 33 on a number line) • Use place value and number facts to solve problems</p> |  |  |  |  |

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| <p>(e.g. <math>60 - XX = 20</math>) • Recall and use addition and subtraction facts • Subtract two simple 2-digit numbers, which do not involve bridging ten (e.g. <math>36-24</math>) • Add three 1-digit numbers, where they use known addition or doubling facts • Add and subtract numbers using concrete objects and pictorial representations, including: o a 2-digit number and ones to a 2-digit number and tens to adding two 2-digit numbers o adding three 1-digit numbers • Use inverse operations to solve missing number problems for addition and subtraction • Solve simple 2-step problems with addition and subtraction • Recall and use multiplication and division facts for the x10 table using the appropriate signs • Recognise odd and even numbers • Solve simple problems involving multiplication and division • Know that addition and multiplication of two small numbers can be done in any order (commutative) and subtraction of one number from another cannot • Recognise and find half of a set of objects or a quantity and begin to find <math>\frac{1}{3}</math> or <math>\frac{1}{4}</math> of a small set of objects with support • Recognise, find and name fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a shape • Recognise the equivalence of two quarters and one half in practical contexts</p> <p><b>Solve problems, communicate and reason mathematically</b> • solve problems by applying their mathematics in a range of contexts (including money and measures, geometry and statistics) using the content described above; use and interpret mathematical symbols and diagrams; and begin to communicate their reasoning; for example: to use place value and number facts to solve problems (e.g. <math>40 + XX = 70</math>) to use inverse operations to solve missing number problems for addition and subtraction (e.g. There were some people on a bus, six get off leaving seventeen people on the bus. How many were on the bus to start with?) to solve simple 2-step problems with addition and subtraction, which require some retrieval (e.g. There are 12 kittens in a basket, 6 jump out and only 2 jump back in. How many are in the basket now?) o solve simple problems involving multiplication and division (e.g. Ahmed buys 3 packs of apples. There are 4 apples in each pack. How many apples does he buy?) to solve problems with one or two computational steps using addition, subtraction, multiplication and division and a combination of these (e.g. Joe has 2 packs of 6 stickers; Mina gives him 2 more stickers. How many stickers does he have altogether?) to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (e.g. Identify three coins with a total value of 24p or find the two items which cost exactly £1 altogether from a list such as: 70p, 40p, 50p and 30p)</p> |  |   |  |  |  |
| <p><b>Autumn B</b><br/><b>Properties of shape</b></p>   | <ul style="list-style-type: none"> <li>Handles shapes with adult support.</li> </ul> | <ul style="list-style-type: none"> <li>Put objects in a box and take them out again.</li> </ul> | <ul style="list-style-type: none"> <li>Manipulates 3D shapes to fit in to a shape sorter.</li> </ul> | <ul style="list-style-type: none"> <li>Names 2D shapes: square,</li> </ul> | <ul style="list-style-type: none"> <li>Describe the properties of 3d shape e.g. flat,</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Notices how things move e.g. swipe to spin a wooden wheel.</li> <li>• Watches an adult explore different shapes e.g rolls ball, slides rectangle</li> </ul> | <ul style="list-style-type: none"> <li>• Build/stack at least 2 objects.</li> <li>• Nesting and stacking</li> <li>• Experience 2D shapes in a range of situations.</li> <li>• Experience 3D shapes in a range of situations.</li> <li>• Post a simple shape into a large hole e.g. very simple shape sorter or inset puzzle.</li> <li>• Notices difference in shapes e.g. sorting balls from socks.</li> <li>• Build with a range of resources.</li> </ul> | <ul style="list-style-type: none"> <li>• 4 piece inset puzzle matching picture</li> <li>• Begin to pick out named shapes from a collection. (square, circle, rectangle, triangle)</li> </ul> | <p>triangle, circle, rectangle.</p> <ul style="list-style-type: none"> <li>• Begins to describe the properties of shape 3D e.g. corner, curved, straight.</li> <li>• Begin to explore the properties of 2D and 3D shapes e.g. corners, straight, flat, curved, solid with adult support.</li> <li>• Recall shapes in the real world e.g. shape windows</li> </ul> | <p>curved, solid, straight, corner, side, edge, face</p> <ul style="list-style-type: none"> <li>• Complete inset puzzles and jigsaws by sight</li> <li>• Shows understanding of position- off, on, up, down, through etc.</li> <li>• Selects, rotate and manipulate shapes in order to develop spatial reasoning skills using a variety of high-quality pattern and building sets.</li> <li>• Investigates how shapes can be combined to make new shapes or have two shapes within it e.g. two triangles together make a square.</li> </ul> |
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| <p><b>By the end of key stage one in Geometry pupils should be able to:</b></p> | <p><b>Geometry</b> • compare and sort common 2-D shapes (e.g. semi-circle, rectangle and regular polygons such as pentagon, hexagon and octagon) and everyday objects, identifying and describing their properties (e.g. the number of sides or vertices, and are beginning to recognise symmetry in a vertical line) • compare and sort common 3-D shapes (e.g. cone, cylinder, triangular prism, pyramid) and everyday objects, identifying and describing their properties (e.g. flat / curved surfaces, and beginning to count number of faces and vertices correctly) • identify 2-D shapes on the surface of 3-D shapes and images of them (e.g. a circle on a cylinder and a triangle on a pyramid)</p> |   |  |   |  |
| <p><b>Spring A Measuring</b></p>  | <ul style="list-style-type: none"> <li>• Experience personal measurements</li> <li>• Explore weights- heavy and light</li> <li>• Explore measurement by filling and emptying containers</li> </ul>   | <ul style="list-style-type: none"> <li>• With support can measure using a tape</li> <li>• Uses weighing scales</li> <li>• Can negotiate space eg puts small cars under a small bridge</li> <li>• Through play, begins to show understanding of big, small, fast slow, heavy and light.</li> </ul> | <ul style="list-style-type: none"> <li>• Is able to order two or three items by length or height.</li> <li>• Orders two or three items by weight or capacity.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows awareness of the units used in weight and measurement, eg kg, cm</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses measures and weight to complete simple everyday problems, eg weighing cookery ingredients, taking own height</li> <li>• Is able to read a measurement for example weigh scales, tape measure</li> <li>• Can estimate within reason some weights and measures</li> <li>•</li> </ul> |

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| <p><b>By the end of key stage one in Measurement pupils should be able to:</b></p> | <p><b>Measurement</b> • Compare and order lengths, mass, volume/capacity • Choose and use appropriate standard units to measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (l/ml) to the nearest appropriate unit using rules, scales, thermometers and measuring vessels and begin to make good estimates. •</p> |  |   |   |  |
| <p><b>Spring B<br/>Shape- placing and arranging</b></p>                            | <ul style="list-style-type: none"> <li>• Watches an adult explore different shapes e.g rolls ball, slides rectangle</li> <li>• Explores large apparatus which involves moving their bodies on top of, up, down or through e.g. tunnels, climbing equipment etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Beginning to sort e.g. balls from socks.</li> <li>• Matches objects for function e.g. matches cutlery on a place mat.</li> <li>• Begins to demonstrate understanding of spatial words such as 'on top of', 'up', 'down' and 'through' when they climb or squeeze themselves in</li> </ul> | <ul style="list-style-type: none"> <li>• Sort by colour or shape</li> <li>• Make own arrangements and build models by selecting shapes appropriately: flat surfaces for building and a triangular prism for the roof etc.</li> <li>• Shows awareness of vocabulary up, down, side wards.</li> <li>• Shows understanding of directions- forward, backwards, up and down.</li> <li>• Able to describe their relative position e.g. behind and next to.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow and repeat a simple pattern, ABAB</li> <li>• Combine shapes to create a new one e.g. an arch or bigger triangle.</li> <li>• To begin to respond to instructions containing direction and movement, words, signs, symbols- forwards, backwards, sideways, up, down.</li> </ul> | <ul style="list-style-type: none"> <li>• Sort into 3 or 4 groups according to shape or colour.</li> <li>• Follow and complete more complex, repeating patterns.</li> <li>• Reflections, symmetry and rotation.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Describes a familiar route or location using words like 'in front of' or 'behind'.</li> </ul> |

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|   |   | <p>to different spaces</p> <ul style="list-style-type: none"> <li>Begins to notice patterns and arrange things in patterns.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify patterns around them e.g. stripes on clothes, designs on rugs.</li> </ul>  |  | <ul style="list-style-type: none"> <li></li> </ul>  |
| <p><b>By the end of key stage one in Geometry pupils should be able to:</b></p> | <p><b>Geometry.</b> • order and arrange combinations of mathematical objects in patterns (e.g. continue a repeating pattern) • use mathematical vocabulary to describe position, direction (e.g. left and right) and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter and half turns</p> |   |  |  |   |
| <p><b>Summer A Record it!</b></p>   | <ul style="list-style-type: none"> <li>Exploring different objects and feeling similarities and differences between them such as matching items or matching textures.</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Identify different objects.</li> <li>Able to select a named object and match it.</li> <li>Can find the objects that are the same and touch count them with help.</li> <li>Recognises that a symbol can be</li> </ul> | <ul style="list-style-type: none"> <li>Can match an object from a range that has a given category or function.</li> <li>Can order objects in to rows so that they can be compared/quantified.</li> <li>Is aware of the terms, first, second and third.</li> <li>Experiment with their own symbols</li> </ul> | <ul style="list-style-type: none"> <li>Can sort objects/pictures by two or more given criteria.</li> <li>To begin to record simple sorting activities or date e.g. circle sets, charts.</li> <li>Begin to collect information through purposeful enquiries that</li> </ul> | <ul style="list-style-type: none"> <li>Record simple sorting activities using pictorial representation on simple diagrams e.g. Venn, Carroll.</li> <li>Uses a Venn or Carroll diagram to answer simple questions.</li> <li>Organise/ record pictorial data on simple</li> </ul> |

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|  |   | associated to an event e.g. weather on the weather chart.   | and marks as well as numerals.   | <p>can be recorded e.g. tally chart.</p> <ul style="list-style-type: none"> <li>Answers simple questions using a tally chart.</li> <li>Compare quantities in using language 'more than', 'fewer than'.</li> </ul> | <p>charts/table where one symbol represents one unit e.g. pictogram, block graphs.</p> <ul style="list-style-type: none"> <li>To begin to use the collecting and organising of information to solve simple problems.</li> </ul> |
| <b>By the end of key stage one in Statistics pupils should be able to:</b> | <b>Statistics</b> • interpret simple pictograms (where the symbols show one to one correspondence), tally charts, block diagrams (where the scale is divided into ones, even if only labelled in multiples of two) and simple tables • answer questions by counting the number of objects in each category and sorting the categories by quantity • answer questions about totalling and begin to compare simple categorical data (e.g. when the pictures or blocks are adjacent) |   |  |   |   |
| <b>Summer B</b><br><b>Living with maths</b><br><b>Seasons, money, time</b> | <ul style="list-style-type: none"> <li>Has the experience of listening to days of the week and weather songs with the use of sensory resources e.g.</li> </ul>  | <ul style="list-style-type: none"> <li>Matches day of the week during Assembly.</li> <li>Can match the sensory resource to the correct season or weather</li> </ul> | <ul style="list-style-type: none"> <li>Can say days of the week in order.</li> <li>Can select clothes required for different seasons.</li> <li>Takes part in money role play e.g. able to exchange a coin for</li> </ul> | <ul style="list-style-type: none"> <li>Orders days of the week.</li> <li>Can order the seasons throughout the year.</li> <li>Able to sort money into piles of coins.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Knows what day of the week it is and can say what happens on that day.</li> <li>Shows understanding of the different</li> </ul>  |



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|  | <p>water spray for rain.</p> <ul style="list-style-type: none"> <li>• Listens to stories and songs that involve money and experiences exchanging one thing for another.</li> <li>• Has the experience of listening to fast and slow music.</li> <li>• Is supported through the daily routine with the help of objects of reference</li> </ul> | <p>type and match symbol.</p> <ul style="list-style-type: none"> <li>• Able to exchange a coin for an object e.g. 5 Currant Buns.</li> <li>• Experience working with an adult to carry out actions quickly or slowly and stopping abruptly.</li> </ul> | <p>an item in the class café.</p> <ul style="list-style-type: none"> <li>• Joins in starting and stopping action rhymes, doing them quickly and slowly.</li> <li>• Experiences carrying out an activity for a length of time and understands vocabulary wait, go and stop.</li> <li>• Joins in sequencing symbols/photos in time order.</li> <li>• Knows that we use clocks to tell the time.</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to use non-standard measures of time e.g. hand claps or music in pass the parcel.</li> <li>• Uses simple time vocabulary e.g. play time, dinner time, home time.</li> <li>• Able to point to the numbers on the clock face and move the hands in a clockwise direction.</li> </ul> | <p>seasons. E.g. how trees and flowers may change</p> <ul style="list-style-type: none"> <li>• Knows the worth of coins to £1 and is able to use them in a play scenario.</li> <li>• Shows understanding of the routine of the day and is familiar with the terms morning, dinnertime, afternoon, home time, play time, today</li> <li>• Can move the hands on a clock face to show routine times of the day e.g. 9 o'clock is school time.</li> <li>• Begin to describe a sequence of</li> </ul> |
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|   |  |  |  |  | events, real and fictional, using words such as 'first', 'then'. |
| <b>By the end of key stage one in Measurement pupils should be able to:</b> | <p><b>Measurement.</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and find different combinations of coins to equal the same amounts of money • Recognise, tell and write the times: o'clock; half past and quarter past and are beginning to recognise quarter to the hour; draw hands on a clock face to show half past and o'clock times • Solve simple problems in a practical context involving addition and subtraction of money using the same unit, including giving change.</p> |  |  |  |  |