

| KS1 Maths timetabled lessons x 5 each week |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KS1  | Number   | Geometry | Number   | Number   | Number   | Geometry |
|  | Number   | Number   | Geometry | Number   | Geometry | Number   |

  

| Developing Skills with SOLO taxonomy |   |   |  |
|--------------------------------------|---|---|--|
| Initial                              | Multi   | Relate  | Extend   |
| Define<br>Identify<br>Describe       | Memorise<br>Define<br>Name<br>Match<br>Identify<br>Label<br>Recall<br>Describe<br>Outline<br>List | Sequence<br>Compare and contrast<br>Explain effects<br>Distinguish<br>Question<br>Classify<br>Explain causes<br>Analyse<br>Organise | Generalise<br>Evaluate<br>Prove<br>Justify<br>Predict<br>Reflect<br>Argue<br>Prioritise<br>Construct<br>Generate |

  

| Preparation For Adulthood  |   |  |  |
|--|---|--|--|
| Money  | Data  | Number   | Geometry and measure   |
| Recognising<br>Counting<br>Bank accounts<br>Functional skills<br>Communicating<br>Calculating change<br>Calculating totals of items.<br>Interest rates<br>Shopping | Reading tables<br>Calculating data<br>Most, least etc | Numeracy in the real world<br>Number skills<br>Communication | Recognising shapes and colours<br>Area and perimeter<br>Telling the time<br>Timing of events<br>Reading time tables e.g. bus |

  
  

**Qualifications & Progression**

Key Stage 1- Key Stage 3

SOLAR / Book Marking / Feedback/Floor books/starter books/baselines/STAR maths assessments/ fun Fridays.

## KS1, 2 and 3 Maths x 5 lessons a week

|            | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|----------|----------|----------|----------|----------|----------|
| <b>KS1</b> | Number   | Geometry | Number   | Number   | Number   | Geometry |
|            |          | Number   | Geometry |          | Geometry | Number   |