



Contents

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With Children and Young People at the heart of everything, our Maths curriculum aims to provide skills for life and prepare for adulthood. At Warren School, our vision within Maths is that every Child and Young Person is able to progress and reach their own level of success, no matter what stage of their learning journey they are at.

Equity, access and inclusion will guide every aspect of teaching and learning, built on the foundation of:

- Everyone has the right and the means to communicate
- Diversity is represented and respected

The individuality and diversity of every child and young person will be reflected in the different pathways to learning:

- Explorers
- Discoverers
- Adventurers

Everyone will have the opportunity to share their interests, whilst investigating and exploring their curiosities in Maths. Each child and young person will have teaching and learning tailored to their specific needs – in line with Educational Health Care Plans and Personal Learning Plans, but no progress will be stifled or limited by preconception.

A chance to revisit and reflect upon learning - within a supportive, spiral curriculum - will enable everyone to make progress in Maths. Assessment will evidence even the smallest of steps and each and every future will be filled with opportunities and success. All assessments will be recorded using our online portal, Evidence for Learning. The curriculum is supported by resources from White Rose Maths, practical exploration, EQUALs curriculum, and a focus on a child-centred approach.

Subject Intent	Subject Implementation	Subject Impact
<p>At Warren School, we believe that every child and young person can progress at their own level in Maths.</p> <p>Our initial aim to provide the children and young people with high quality Maths lessons that meet the needs of their learning stage.</p> <p>It is our intent to develop resilience, risk taking and bravery in the Maths learning at Warren School by providing the children and young people with differentiated learning. As well as supporting their individualised learning style and pathway. This will be supported by a CPA approach within Maths lessons.</p> <p>We aim to encourage all children and young people to see Maths within the real world as we understand that Maths is all around us.</p> <p>We aim to provide high quality learning opportunities which allow the children to demonstrate their Maths learning outside of</p>	<p>We will provide a spiral curriculum of learning across the phases, providing repetition, reinforcement, reflection and potential for progression for all children and young people.</p> <p>Maths will be taught stand as a stand-alone subject and cross curricular. Some examples include but are not limited to, measuring and weighing foods in Food Technology, counting in PE.</p> <p>The Maths Curriculum will be delivered with a range of resources that support its delivery. This include but are not limited to, White Rose Maths, EQUALs, exploration and practical examples of Maths.</p> <p>Evidence will be collated in a range of ways e.g. Maths books and observations recorded on Evidence for Learning. This is all dependent on the learning pathway the children and young people are on. Examples include pictures and observations, worksheets, and questions and answers.</p> <p>Adults supporting the different learning pathways will have a range of resources in their toolkit to support the different learning pathways.</p>	<p>The children and young people at Warren School will actively engage in Maths. They will take the opportunities to explore and investigate the different concepts taught in the Maths Curriculum.</p> <p>Children and Young People will be inquisitive and understand how to use different resources to support their learning of Maths. They will be able to work independently and collaboratively or with support required to progress on their learning pathway.</p> <p>The children and young people will be able to see that Maths is everywhere. They will be able to apply the knowledge they have learnt outside of the classroom e.g. when measuring or counting ingredients needed for cooking or adding money for spending.</p> <p>Adults supporting the learning of Maths will feel confident in teaching/leading Maths.</p>

the classroom. For example, have knowledge of money and buying things from the shop.

It is our aim to teach our children and young people learning that is appropriate for their own personal age and stage of development within the teaching and learning of Maths.

We will work alongside parents and carers in the Maths development of the children and young people at Warren School.

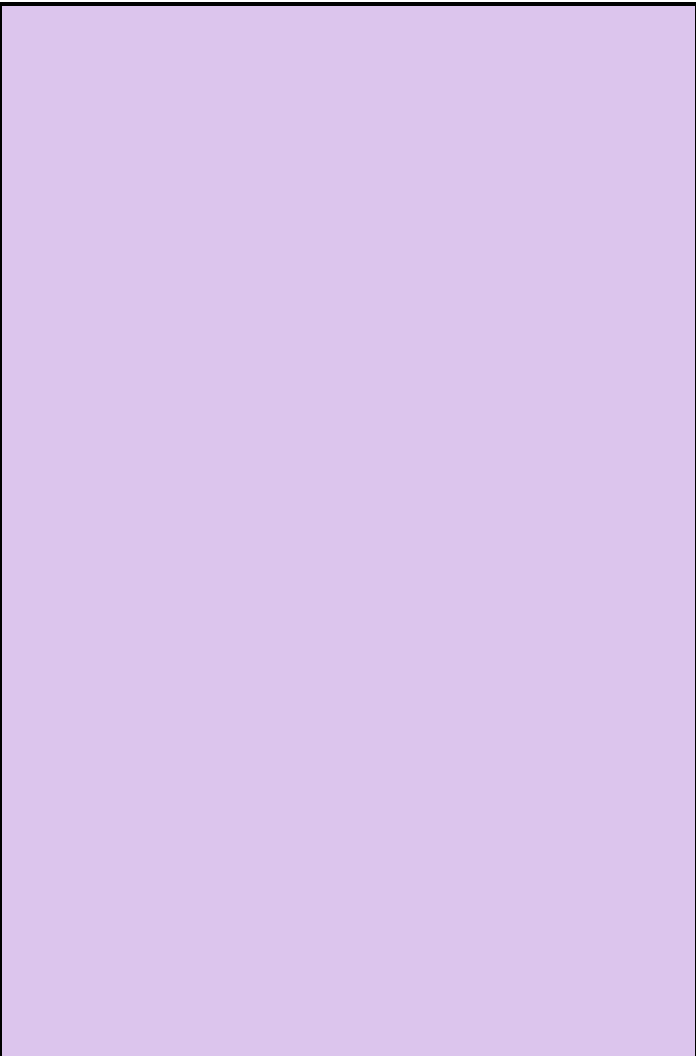
It is our aim to design the spiraling curriculum to support the acquisition of learning, repeating many different skills i.e. number and place value.

To assess the learning that taken place with the children at the heart. For examples, EHCP outcomes, Personalised Learning Goals, baseline assessments, and adult observations.

Adults will receive CPD around the teaching and learning of Maths which will support the high-quality education that the children and young people are receiving.

Adults will model the different Maths concepts being taught to the children. One approach they will use is the I do, We do, You do.

Adults will be risk takers in Maths and show this in lesson. They will use a range of manipulatives/resources that support exploration and investigation and the CPA approach. This includes learning outside of the classroom. All resources used will be adapted to meet the needs and interests of the Children and Young People.



Overview 3-year cycle – Explorers following EQUALs

	Year 1	Year2	Year 3
Autumn 1	Number Based Activities	Number Based Activities Numerals	Number Based Activities
Autumn 2	Counting Games	Money 1 – Means of exchange and coin recognition	Fractions
Spring 1	Counting Songs	Money 2 – Establishing basic rules	Time
Spring 2	Estimation 1 – Non-Directed Play	Money 3 – More complex shopping	Thinking and Problem Solving
Summer 1	Estimation 2 – Directed Play	Money 4 – Lower denomination coins	Thinking and Problem Solving
Summer 2	Estimation 3 – Everyday Situations	Money 5 – Making up various denominations	Thinking and Problem Solving

Overview 3-year cycle – Mixed Pathway

	Year 1	Year2	Year 3
Autumn 1	Number and Place Value & Baseline	Number and Place Value & Baseline	Number - Multiplication
Autumn 2	Number and Place Value	Number and Place Value	Number – Division (Fractions)
Spring 1	Number and Place Value	Number – Addition	Position and Direction
Spring 2	Number – Addition	Number – Subtraction	Money
Summer 1	Number – Subtraction	Measurement	Time
Summer 2	Shape & Assessment	Measurement & Assessment	Consolidation Independent Exploration Assessment

Progression map – Explores following EQUALS

Number Based Activities	Counting Games	Counting Songs	Estimation 1 – Non-directed play	Estimation 2 – Directed Play	Estimation 3 – Everyday situations	Numerals
Exploring number Interacting with number activities Number recognition of numbers at the learner’s level Exposure to counting songs	Engage in counting games that match the learners number recognition level Big, bigger, biggest Small, smaller, smallest Adding and taking away one More and less	Listen to counting songs Engage in counting songs Adding and taking away	More and less Quantities Furthest/nearest Smallest/biggest	More and less Estimate Contrast and compare Quantities Sizes Length, height and weight	Estimate Contrast and compare Sizes Length, height and weight	Engage in number activities Engage in counting activities Recognise different numerals
Money 1 – Means of exchange and coin recognition	Money 2 – Establishing basic rules	Money 3 – More complex shopping	Money 4 – Lower denomination coins	Fractions	Time	Thinking and Problem Solving in a range of contexts
Recognising £1 Using £1 $2 \times £1 = £2$ $2 \times 50p = £1$ Equivalent values -up to £1 in decreasing order (20p, 10p, 5p, 2p, 1p)	Understand who ‘The Banker’ is Engage with ‘The Banker’ Spending £1 Creating a shopping list Looking after money Shopping for supplies	Recognising £5 note Recognising £10 note Recognising £20 note Preparing a shopping list Shopping for more items either 3 x £1 or a £5 note	Coin recognition of £1 Coin recognition of decreasing value (50p, 20p, 10p, 5p, 2p, 1p) Recognising £2 coin Establish understanding of equivalent values of £1 then £2	Recognising a whole Recognising a half Recognising a quarter Recognising fractions of objects/shapes Recognising fractions of a number	Explores clocks Counting to 10 Using timers Understands past, present and future Sequence events Recognise the hour hand Explores half past	Tier 1 – Memory Building Tier 2 – Sabotage and Recognition of a Problem Tier 3 – Teaching Solutions Tier 4 – Generalisation Tier 5 – Self-belief and Confidence

Progression map – Mixed Pathway

Pathway (In a mixed pathway class)	Number and Place Value	Addition	Subtraction	Shape	Measurement
Explorers	Identifying different objects Describing different objects Sorting 2 different objects Recognising numbers Counting forwards Counting backwards 1 more 1 less Comparing grouping More/Less Big/small, bigger/smaller Comparing numbers Ordering objects Ordering numbers Exploring parts and wholes Exploring part whole models Exploring a number line Using a number line Number sentences Fact families Counting on from a given number Counting backwards from a given number	Number bonds Systematic number bonds Add together Add more Addition problems Adding by counting Adding ones Find and make number bonds Number bonds Addition problems	Find a part Take away Cross out Subtraction on a number line Adding/Subtracting Subtracting ones using number bonds Counting back Finding the difference Related facts Subtraction problems	Recognising 2D shapes in the environment Sorting 2D shapes Recognising 3D shapes in the environment Sorting 3D shapes Shape patterns	Exploring length and height Measuring using non-standard units Comparing lengths and heights Heavier and lighter Measuring mass Comparing mass Full and empty Comparing capacity Comparing capacity
Discoverers	Sorting objects Counting objects	Number bonds Systematic number bonds	Find a part Take away	Recognising 2D shapes Sorting 2D shapes	Introduce length and height

	<p>Representing objects Recognising numbers Count on from any number Count backwards 1 more 1 less Comparing groups Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers Number line Introduce part and whole Part whole model Number sentences Fact families Counting on from a given number Counting backward from a given number Using a place value chart Using a number line Partitioning numbers Fact families</p>	<p>Add together Add more Addition problems Adding by counting Adding ones using number bonds Find and make number bonds Number bonds Addition problems</p>	<p>Cross out Subtraction on a number line Adding/Subtracting Subtracting ones using number bonds Counting back Finding the difference Related facts Subtraction problems</p>	<p>Recognising 3D shapes Sorting 3D shapes Patterns with 2D and 3D shapes</p>	<p>Measuring using non- standard units Measuring using standard units Compare length and height Heavier and lighter Measure mass Compare mass Full and empty Comparing volume Measure capacity Compare capacity</p>
Adventurers	<p>Matching objects Match picture and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Counting objects Recognising place value</p>	<p>Number bonds Systematic number bonds Add together Add more Addition problems Adding by counting Adding ones using number bonds</p>	<p>Find a part Take away Cross out Subtraction on a number line Adding/Subtracting Subtracting ones using number bonds</p>	<p>Identify and name circles and triangles Compare circles and triangles Identify and name shapes with 4 sides Combine shapes with 4 sides</p>	<p>Introduce length and height Measuring using non- standard units Compare length and height Heavier and lighter Measure mass Compare mass Full and empty</p>

	<p>Writing/Making numbers</p> <p>Counting on from a given number</p> <p>Counting backwards from a given number</p> <p>10 more</p> <p>10 less</p> <p>Comparing objects</p> <p>Comparing numbers</p> <p>Ordering objects and numbers</p> <p>Counting forwards from a given number</p> <p>Counting backwards from a given number</p> <p>Recognising place value</p> <p>Using a place value chart</p> <p>Using a number line</p> <p>Partitioning numbers</p> <p>Writing/making number sentences</p> <p>Fact families</p>	<p>Find and make number bonds</p> <p>Number bonds</p> <p>Addition problems</p>	<p>Counting back</p> <p>Finding the difference</p> <p>Related facts</p> <p>Subtraction problems</p>	<p>Shapes in the environment</p>	<p>Compare volume</p> <p>Measure capacity</p> <p>Compare capacity</p>
<p>Step Progression</p>	<p>Number:</p> <p>1-3</p> <p>1-5</p> <p>1-10 (including 0-10)</p> <p>1-20 (including 0-20)</p> <p>1-50</p> <p>1-100</p> <p>1-1000</p> <p>1-1000+</p>	<p>Number bonds:</p> <p>To 3</p> <p>To 5</p> <p>To 10</p> <p>To 20</p> <p>To 50</p> <p>To 100</p> <p>To 1000</p>	<p>Subtracting:</p> <p>Subtracting 2 x 1-digit numbers no exchanging</p> <p>Subtracting 2 x 2-digit numbers with exchanging</p> <p>Subtracting 3 x 1-digit number</p> <p>Subtracting 1-digit and 2-digit number no exchanging</p> <p>Subtracting 1-digit number</p>	<p>2D Shapes:</p> <p>Circle</p> <p>Triangle</p> <p>Square</p> <p>Rectangle</p> <p>Quadrilateral</p> <p>Pentagon</p> <p>Hexagon</p> <p>Heptagon</p> <p>Octagon</p>	<p>Length and Height:</p> <p>Measuring using non-standard units e.g. cubes, feet, hands, same objects</p> <p>Measuring using standard units – cm, mm, m</p> <p>Heavier and Lighter:</p> <p>Using tippy scales</p> <p>Using scales</p>

	<p>Place Value: Ones Ones, Tens Ones, Tens, Hundreds Ones, Tens, Hundreds, Thousands Continued</p>	<p>Adding: Adding 2 x 1-digit numbers no crossing ten Adding 2 x 2-digit numbers crossing ten Adding 3 x 1-digit number Adding 1-digit and 2-digit number no crossing ten Adding 1-digit number and 2-digit number crossing ten Adding 2 x 2-digit number no crossing ten Adding 2 x 2-digit number crossing ten Continued</p>	<p>from a 2-digit number with exchanging Subtracting 2 x 2-digit number no exchanging Subtracting 2 x 2-digit number with exchanging</p>	<p>Nonagon Decagon</p> <p>3D Shapes: Sphere Cube Cuboid Pyramid Prisms</p> <p>Properties: Sides Corners Symmetry Faces Edges Vertices</p>	<p>Capacity: Using different objects Measuring jugs</p>
<p>Pathway <i>(In a mixed pathway class)</i></p>	Multiplication	Division	Position and Direction	Money	Time
Explorers	<p>Exploring pairs Matching pairs Exploring odds and evens Exploring doubles Making doubles Combing groups</p>	<p>Explore and build doubles Explore grouping Grouping Explore sharing Sharing Sharing odds and evens Exploring fractions – are they the same Make doubles</p>	<p>Move objects Describe movements Ordinal numbers</p>	<p>Unitising Recognising coins Counting coins Role play: shops</p>	<p>Days of the week Months of the year What do we do in the morning? What do we do in the afternoon Now Next</p>
Discoverers	<p>Make pairs Odd and even</p>	<p>Explore and build doubles Explore grouping</p>	<p>Describe turns Left and right</p>	<p>Unitising Recognising coins</p>	<p>Days of the week Months of the year</p>

	<p>Explore odd and even Finding doubles Making doubles Combine groups</p>	<p>Grouping Explore sharing Sharing Sharing odds and evens Exploring fractions</p>	<p>Forwards and backwards Above and below Ordinal numbers</p>	<p>Counting coins Recognising notes Role play: shops</p>	<p>What do we do in the morning? What do we do in the afternoon? Before and after Clock exploration</p>
Adventurers	<p>Count in multiples Recognise equal groups of 2 Add equal groups of 2 Make arrays Make number sentences</p>	<p>Make equal groups – grouping Make equal groups – sharing Recognising a half of an object or a shape Recognising a fraction of a quantity Finding a fraction of a quantity</p>	<p>Describe positions Give instructions to build Explore mapping Representing maps with models Create own maps from familiar places Create own maps and plans from story situations</p>	<p>Unitising Recognising coins Recognising notes Counting coins Calculating change Role play: shops</p>	<p>Days of the week Months of the year What do we do in the morning? What do we do in the afternoon? Before and after Hours, minutes and seconds</p>
Step Progression	<p>Doubles: 1-3 1-5 1-10 1-20 20+</p> <p>Multiples: 2 5 10 3 6 4 8 7 9</p>	<p>Sharing and Grouping: 2 5 10 3 6 4 8 7 9</p> <p>Fractions: Half Quarter Three quarter Thirds Two thirds</p>		<p>Coins: £1 2 x £1 makes £2 50p 20p 10p 5p 2p 1p £2 coin</p> <p>Notes: £5 £10 £20 For adding and subtracting money, follow steps progression for adding and subtracting.</p>	

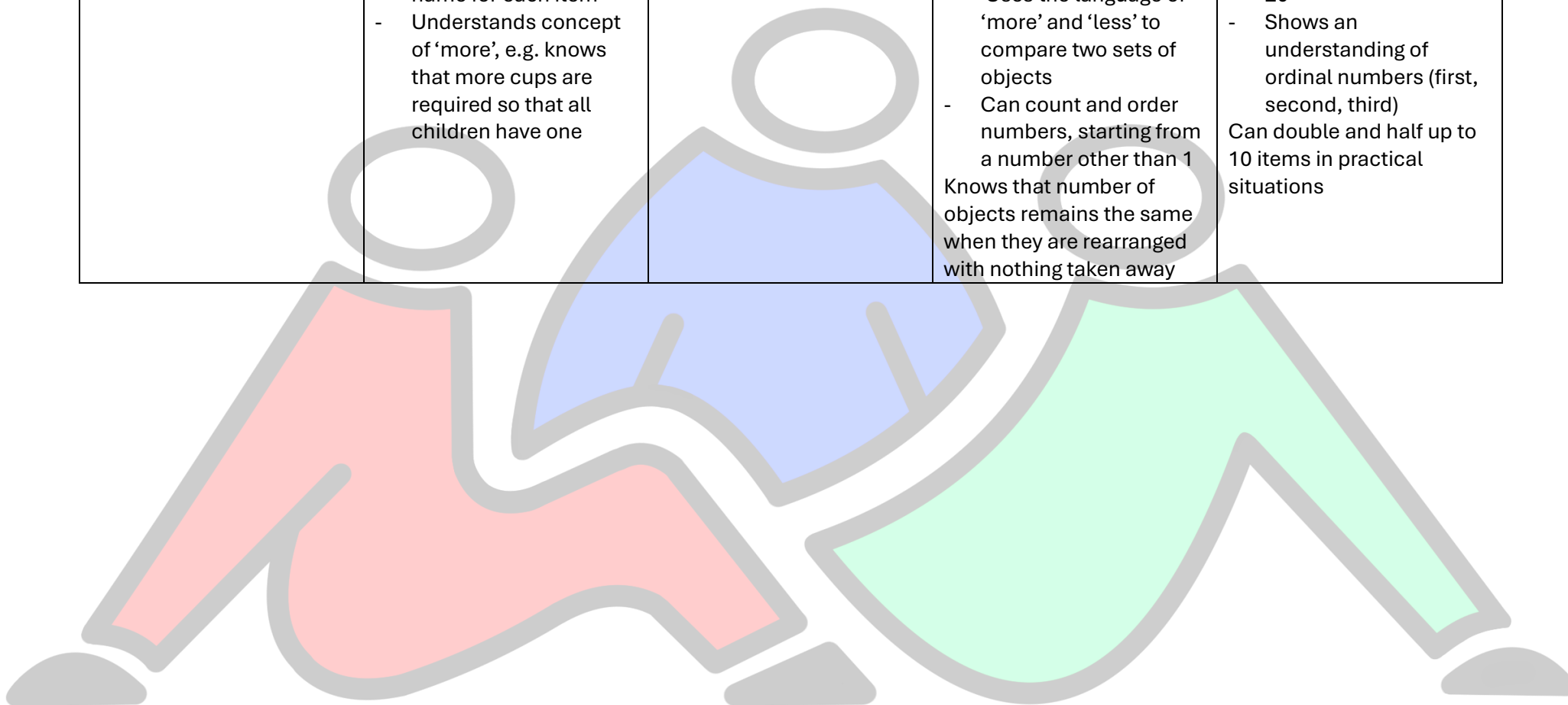
Progression map – Assessment Criteria

Explorers: Routes				
<p>Explorers 1:</p> <ul style="list-style-type: none"> - Notices Stimuli - Responds to very obvious stimulus - Demonstrates familiarity with recently presented stimulus - Responds to range of stimuli - Responds consistently to one stimulus - Responds differently to different stimuli - Briefly follows moving stimulus 	<p>Explorers 2:</p> <ul style="list-style-type: none"> - Anticipates repetitively presented stimulus - With support explores immediate environment - Accidental actions cause effect - Redirects attention to second object - Looks briefly after object disappearing from their field of vision - In a reactive environment repeats action which obtains sensory feedback - Responds to cause and effect - In an everyday environment repeats action which obtains sensory feedback - Looks backwards and forwards between two objects (knows two objects are present) 	<p>Explorers 3:</p> <ul style="list-style-type: none"> - Shows understanding that their action causes a specific effect - Begins to explore immediate environment with intent - Repeats action when first attempt unsuccessful - Attracts attention - Modifies action when repeating action does not work - Selects from two or more items - Early problem solving – tries new strategy when old one fails - Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy) 	<p>Explores 4:</p> <ul style="list-style-type: none"> - Joint attention - During social games - During structured activities - During play situations - Object permanence - Does two different actions in sequence to get a reward 	

Explorers: Shape, Space and Measure				
	<p>Explorers 2:</p> <ul style="list-style-type: none"> - Reaches out for, touches and begins to hold objects - Explores objects with mouth, often picking up an object and holding it to the mouth - Holds an object in each hand and brings them together in the middle, e.g. Holds two blocks and bangs them together 	<p>Explorers 3:</p> <ul style="list-style-type: none"> - Passes toys from one hand to another 	<p>Explorers 4:</p> <ul style="list-style-type: none"> - Explores filling and emptying containers - Matches identical objects - Makes lines and towers with blocks in play situations 	<p>Explorers 5:</p> <ul style="list-style-type: none"> - Attempts, sometimes successfully, to fit shapes into spaces - Beginning to understand the concepts of 'now' and 'next' - Matches objects to a 2 dimensional representation - Selects tools for purpose in play situations
<p>Explorers 6:</p> <ul style="list-style-type: none"> - Sorts objects by colour - Follows a visual timetable to anticipate familiar activities - Begins to show an understanding of the concepts big and small 	<p>Explorers 7:</p> <ul style="list-style-type: none"> - Copies simple patterns and makes arrangements with shapes - Begins to sort objects according to properties such as shape, size or type for identical objects - Selects a particular named 2D shape - Can identify biggest and smallest items/objects 	<p>Explorers 8:</p> <ul style="list-style-type: none"> - Uses positional language (e.g. in, out, on, off, over, under) - Sustained interest in construction activities and talks about shapes or arrangements (short or tall) - Organise and categorise non-identical objects, e.g. putting all the teddy bears together or teddies and cars in separate piles 	<p>Explorers 9:</p> <ul style="list-style-type: none"> - Can describe their relative position such as 'behind' 'in front of' or 'next to' - Orders three or more items by length or height - Uses familiar objects and common shapes to create, recreate and continue patterns and build objects - Recognises and uses the language of 'heavy' and 'light' 	<p>Explorers 10:</p> <ul style="list-style-type: none"> - Orders three items by weight or capacity - Recognise and know the value of coins to 10p - Solve simple problems relating to: addition and subtraction, doubling, halving, sharing, money (all to 10), and measurement using direct comparison - Beginning to use mathematical names for 'solid' 3D shapes

			<ul style="list-style-type: none"> - Can compare two volumes or weights - Begins to use every day language related to money – ‘pay’, ‘change’, ‘cost’, ‘money’ ‘pennies’ - Uses everyday language related to time (e.g. ‘before’, ‘later’, ‘after’, ‘soon’) 	<ul style="list-style-type: none"> - Tell the time to the nearest hour <p>Recognise ‘half’ as one of two equal parts of an object</p>
Explorers: Number				
			Explorers 4: <ul style="list-style-type: none"> - Shows an interest in number rhymes and songs 	Explorers 5: <ul style="list-style-type: none"> - Understand the concept of ‘one’
Explorers 6: <ul style="list-style-type: none"> - Recites some number names in sequence - Selects from a group when asked: “please give me one”, “please give me lots” - Knows that numbers identify how many objects are in a set - Shows an understanding of one to one correspondence by distributing up to 6 items accurately 	Explorers 7: <ul style="list-style-type: none"> - Uses some number names and number language spontaneously in context - Recites numbers in order to 10 - Realises not only objects, but anything can be counted, including steps, claps or jumps - Recognise some numerals of personal significance 	Explorers 8: <ul style="list-style-type: none"> - Finds the total number of items in two groups by counting all of them - Matches numeral and quantity correctly up to 5 - Begins to represent numbers using fingers, marks on paper or pictures - Knows that two groups of 3 or less objects are the same or different <p>Recognises numerals 1-5</p>	Explorers 9: <ul style="list-style-type: none"> - Counts to 10 accurately, matching numerals and beginning to count beyond 10 - Counts out up to six objects from a larger group - Counts an irregular arrangement of up to ten objects - Can add two groups by counting on from first group total 	Explorers 10: <ul style="list-style-type: none"> - Estimates how many objects they can see and checks by counting them for up to 10 objects - Can count to at least 20, forwards and backwards - Can identify, read and write numbers up to 20 - Knows the number that is one more or one less than a given number up to 20 - Understands the concepts of ‘add’, ‘take

	<ul style="list-style-type: none"> - Counts up to five objects accurately by saying one number name for each item - Understands concept of 'more', e.g. knows that more cups are required so that all children have one 		<ul style="list-style-type: none"> - Can share up to ten items in practical situations - Uses the language of 'more' and 'less' to compare two sets of objects - Can count and order numbers, starting from a number other than 1 <p>Knows that number of objects remains the same when they are rearranged with nothing taken away</p>	<p>away' and 'equals' up to 10</p> <ul style="list-style-type: none"> - Counts in twos up to 20 - Shows an understanding of ordinal numbers (first, second, third) <p>Can double and half up to 10 items in practical situations</p>
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Discoverers: Numeracy

Discoverers 1:	Discoverers 2:	Discoverers 3:	Discoverers 4:	Discoverers 5:
<ul style="list-style-type: none"> - Shows recognition of the pattern of an adult counting to 3 when in a familiar context, e.g. a song. - Notices changes in number of objects/images in group of up to - Begins to show an awareness of number names through action rhymes and songs. - Starts to recognise frequent elements of daily routine, e.g. snack time/ dinner time/playtime. 	<ul style="list-style-type: none"> - Recites some number names in sequence - Begins to create marks representing ideas of number, (lines/copying numerals without evidence of understanding of amounts). - Shows understanding of a group getting bigger when several items are added. - Shows understanding of a group getting smaller when several items are removed. - Completes simple insert puzzle independently. - Creates towers of 3-5 blocks independently. - Starts to recognise simple shapes in pictures comments to an adult/peer. 	<ul style="list-style-type: none"> - Uses some numeral names in context, with support. - Uses some number language in context, with support. - Beginning to show an understanding of 1, e.g. fingers/symbols/words. Inconsistently matches numerals to amount, with support. - Starts to recognise when groups of objects are 'equal' in amount when supported, e.g. language like 'the same'. - Begins to estimate using language like 'lots'. Shows an interest in representing numbers. - Shows an interest in shape and space by playing with space and creating arrangements. - Shows some understanding of positional language when used by an adult, e.g. on, off, up down. - Starting to use positional language, with support. 	<ul style="list-style-type: none"> - Numeracy Beginning to show understanding of 1-5,(e.g. fingers/symbols/words. Uses some numeral names spontaneously. - Uses some number language spontaneously, e.g. big, small. - Can recognise when groups of objects are 'equal' in amount, e.g. language like 'the same'. - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. - Starting to use positional language, independently. - Engages in construction play, self-initiated. - Begins to name simple shapes. - Begins to recognise simple shapes within 	<ul style="list-style-type: none"> - Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. - Demonstrate an understanding that the last number counted, represents the total number of the count. - Use real-life materials, e.g. apples or crayons, to add and subtract 1 from a group of objects and indicate how many are now present. - Copy and continue more advanced patterns using real-life materials, e.g. apple, apple, orange, apple, apple, orange, etc. - Recognises numerals 1 to 5.

	<ul style="list-style-type: none"> - Begins to categorise objects according to size, independently. - Begins to categorise objects according to shape, independently. - Watches others engage in construction play with interest, but does not involve self. - Begins to use the language of size. - Understands some talk about present and future, e.g. 'now' and 'next'. - Understands some talk about immediate past e.g. 'before'. - Anticipates specific time-based events such as mealtimes or home time. 	<ul style="list-style-type: none"> - Engages in construction play, initiated by an adult - Begins to recognise simple shapes within the environment in an adult led task. - Begins to use shape related language to describe everyday objects with support, e.g. tall, long, short. Starting to show understanding of where they are when this is described to them, e.g. 'you're next to..' - Demonstrate an understanding of the concept of transaction, e.g. by exchanging a coin for an item, or one item for another, during a role-play activity. Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects. - Demonstrate an understanding of the concept of 1:1 correspondence, e.g. giving one cup to each pupil. 	<p>the environment, spontaneously.</p> <ul style="list-style-type: none"> - Begins to use shape related language to describe everyday objects themselves. - Identify the big or small object from a selection of two. - Sort objects according to a stated characteristic, e.g. group all the small balls together, sort the shapes into triangles and circles. - Says the number names to 5 in the correct order, e.g. in a song or by joining in with the staff member. - Demonstrates an understanding of the concept of numbers up to 5, by putting together the right number of objects when asked. - Copies and continues simple patterns using real-life materials, e.g. apple, orange, apple, orange, etc. 	<ul style="list-style-type: none"> - Counts up to three or four objects by saying one number name for each item, with support. - Counts objects up to 10. Counts out up to 3 objects from a larger group, with support. - Counts out up to six objects from a larger group, with support. - Estimates how many objects they can see, with objects in groups of 10 or less, using numerals. - Uses the language of 'more' (bigger) and 'fewer' (less, smaller) to compare two sets of objects. - Begin to separate groups of multiples of 2 into 2 parts, with support. - Finds one less from a group of up to five objects. - Starts to use names of 2-D shapes.
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				<ul style="list-style-type: none"> - Orders two items by length. - Orders two items by height. - Starts to use language related to everyday concept of time, e.g. days/months. - To select the nearest coin to pay for an item and to anticipate that change may be needed. - Identify all eight coins and £20, £10 and £5 notes.
Discoverers: Problem Solving				
<p>Discoverers 1:</p> <ul style="list-style-type: none"> - Can complete a common short classroom task with support, e.g. putting a couple of toys in a box. - Begins to make links between their actions and other actions, e.g. show a brief interest in intensive interaction. 	<p>Discoverers 2:</p> <ul style="list-style-type: none"> - Can complete a common short classroom task, e.g. putting a couple of toys in a box. - Reacts to a problem by vocalising or gesturing towards the issue and moves towards the issue themselves, e.g. goes to look for a ball that has rolled away. 	<p>Discoverers 3:</p> <ul style="list-style-type: none"> - Begins to recognise that something is different within a common situation, with support, e.g. no spoon for a yogurt. - Starts to make links between different items, e.g. a fork and spoon are both for eating. - Watches with interest as an adult uses a cause and effect toy. 	<p>Discoverers 4:</p> <ul style="list-style-type: none"> - Can recognise that something is different within a common situation. - Can request 'help' from an adult to support with the problem. - Starts to be able to explain the problem with single words/symbols/signs. May require previous adult knowledge of 	<p>Discoverers 5:</p> <ul style="list-style-type: none"> - Begins to recognise that there is a problem with a well-known task and tries to accomplish some simple tasks, without adult support, e.g. trying to do own zip. Can solve some simple issues in one way, e.g. goes to the same cupboard to find a cup.

<ul style="list-style-type: none"> - Begins to react to a problem by vocalising or gesturing towards it, without moving. 	<ul style="list-style-type: none"> - Can make links between their actions and other actions, e.g. shows interest in intensive interaction for a period of time. 	<ul style="list-style-type: none"> - Shows anticipation of repeated sounds or movements of toys/movements in songs and rhymes. - Begins to explore toys with simple mechanisms/flaps/buttons, with support. - Explores toys with simple mechanisms/flaps/buttons, independently. - Begins to successfully operate toys with simple mechanisms/flaps/buttons. 	<p>child to understand the issue, e.g. if thirsty may offer a 'drink' symbol.</p> <ul style="list-style-type: none"> - Able to complete a short sequence within a familiar context, e.g. remove coat, remove bag, hang up coat, hang up bag. - Begins to explore basic IT equipment, e.g. can turn it on and off. Operates mechanical toys, e.g. turns the knob on a windup toy or pulls back on a friction car, with support. - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car, independently. 	<ul style="list-style-type: none"> - Can explain with one or two words, a problem to an adult. - Starts to accept being shown different ways to solve a problem and will try these, with support. - Can complete a longer sequence of activities to solve a problem, with support. - Knows how to operate simple equipment, e.g. turns on CD player/tv and uses remote control. - Knows that information can be retrieved from computers.
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Adventurers: Place Value				
<p>Adventurers 1:</p> <ul style="list-style-type: none"> - Rote count onwards from a given small number - Use ordinal numbers (1st, 2nd or 3rd) when describing the position of objects, people or events - Recognise numerals 1 to 9 and relate each numeral to the correct quantity, understanding that numeral always represents that quantity - Compare two given numbers of objects saying which is more and which is less - Given a number, pupil can identify one more and one less 	<p>Adventurers 2:</p> <ul style="list-style-type: none"> - Rote count to beyond 30 - Start to count backwards as well as forwards - Demonstrate an understanding of place value of 10s and 1s in a 2 digit number, using resources to support them if necessary - Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30) 	<p>Adventurers 3:</p> <ul style="list-style-type: none"> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count in multiples of twos, fives and tens - Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30) - Round numbers to at least 100 to the nearest 10 - Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 	<p>Adventurers 4:</p> <ul style="list-style-type: none"> - Count from 0 in multiples of 4, 8, 50 and 100 - Find 1, 10 or 100 more or less than a given number - Compare and order numbers up to 1000 - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - Count backwards through zero to include negative numbers 	<p>Adventurers 5:</p> <ul style="list-style-type: none"> - Recognise the place value of each digit in a four-digit number and can identify the value of each digit to two decimal places - Count backwards through zero to include negative numbers - Order and compare numbers beyond 1000 - Read Roman Numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value - Use negative numbers in context, and calculate intervals across zero
Adventurers: Rounding				
	<p>Adventurers 2:</p> <ul style="list-style-type: none"> - Round numbers to at 100 to the nearest 10 	<p>Adventurers 3:</p> <ul style="list-style-type: none"> - Round numbers to at least 1000 to the nearest 10 or 100 	<p>Adventurers 4:</p> <ul style="list-style-type: none"> - Round any number to the nearest 10, 100 or 1000 	<p>Adventurers 5:</p> <ul style="list-style-type: none"> - Round any whole number to a required level of accuracy

Adventurers: Addition and Subtraction

Adventurers 1:	Adventurers 2:	Adventurers 3:	Adventurers 4:	Adventurers 5:
<ul style="list-style-type: none"> - Can in practical situations add one to and take one away from a number of objects (up to 10) then say or sign how many there are now - Understand addition as finding the total of two or more sets of objects - Understand subtraction as taking away objects from a set and finding how many are left - Add and subtract numbers of objects to 10 - Solve a one-step problem involving addition and subtraction 	<ul style="list-style-type: none"> - Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a twodigit number and ones, a two-digit number and tens, two two-digit numbers, adding three one- digit numbers 	<ul style="list-style-type: none"> - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems - Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three digit number and hundreds - Recall and use addition and subtraction facts for 100 (multiples of 5 and 10) - Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context - Add and subtract numbers with up to three digits, using formal written 	<ul style="list-style-type: none"> - Add and subtract mentally combinations of two and three digit numbers and decimals to 1 decimal place - Recall and use addition and subtraction facts for 100 and for multiples of 100 totalling 1000 - Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate 	<ul style="list-style-type: none"> - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - Estimate and use inverse operations to check answers to a calculation - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - Add and subtract numbers mentally with increasingly large numbers

		<p>methods of columnar addition and subtraction</p> <ul style="list-style-type: none"> - Answer basic word problems involving addition and subtraction, moving onto basic two-step problems 		
Adventurers: Multiplication and Division				
<p>Adventurers 1:</p> <ul style="list-style-type: none"> - Put up to 20 items into groups of 2 or 5 or into equal groups - Use the language of: equal to, more than, less than (fewer), most, least - Recall and use doubles of all numbers to 10 and corresponding halves 	<p>Adventurers 2:</p> <ul style="list-style-type: none"> - Calculate mathematical statements for multiplication (using repeated addition) and division within the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) signs - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, 	<p>Adventurers 3:</p> <ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables - Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts - Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and 	<p>Adventurers 4:</p> <ul style="list-style-type: none"> - Understand multiplication as repeated addition and arrays and division as sharing and grouping and that a division calculation can have a remainder - Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 	<p>Adventurers 5:</p> <ul style="list-style-type: none"> - Solve problems involving multiplying and adding, including the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects - Recall multiplication and division facts for multiplication tables up to 12 x 12 - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

	<p>pictorial representations and arrays with the support of the teacher</p>	<p>interpret remainders appropriately for the context</p> <ul style="list-style-type: none"> - Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout 	<ul style="list-style-type: none"> - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders) and integer scaling problems - Derive and use doubles of all numbers to 100 and corresponding halves - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - Understand that division is the inverse of multiplication and vice versa - Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders) 	<ul style="list-style-type: none"> - Know and use the vocabulary of prime numbers, prime factors and composite numbers - Multiply and divide numbers mentally drawing upon known facts - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division
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Adventurers: Fractions, including decimals and percentages

Adventurers 2:	Adventurers 3:	Adventurers 4:	Adventurers 5:
<ul style="list-style-type: none"> - Understand that a fraction can describe a part of a whole - Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure) 	<ul style="list-style-type: none"> - Understand that a fraction can describe part of a set - Understand also that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be - Count up and down in tenths, recognise that tenths arise from dividing an object into a 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise and use fractions of numbers, unit fractions and non-unit fractions with small denominators - Compare and order unit fractions, and fractions with the same denominators 	<ul style="list-style-type: none"> - Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators - Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten - Count up and down in hundredths - Recognise and show, using diagrams, families of common equivalent fractions - Recognise and write decimal equivalents of any number of tenths or hundredths - Add and subtract fractions with the same denominator 	<ul style="list-style-type: none"> - Compare and order fractions whose denominators are all multiples of the same number - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - Recognise mixed numbers and improper fractions and convert from one form to the other - Add and subtract fractions with the same denominator and denominators what are multiples of the same number - Round decimals with two decimal places to the nearest whole number and to one decimal place - Recognise the percent symbol and understand that it

				relates to number of parts per hundred - Write percentages as a fraction with denominator 100 and as a decimal
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Adventurers: Ratio and Proportion

					Adventurers 5: - Solve problems involving the relative size of two quantities where missing values can be found using integer multiplication and division facts - Solve problems involving the calculation of percentages - Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
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Adventurers: Algebra

					Adventurers 5: - Use simple formulae - Generate and describe linear number sequences - Express missing number problems algebraically
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- Find pairs of numbers that satisfy an equation with two unknowns

Adventurers: Shape

Adventurers 1:	Adventurers 2:	Adventurers 3:	Adventurers 4:	Adventures 5:
<ul style="list-style-type: none"> - Use everyday language to describe properties of 2D shapes - Use everyday language to describe properties of 3D shapes - Sort shapes to a given criterion and their own - Construct and describes models with 3D shapes, varying in shape, size and texture 	<ul style="list-style-type: none"> - Identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 	<ul style="list-style-type: none"> - Draw 2D shapes and extend their use of the properties of shapes using accurate language - Make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them - Understand perimeter is a measure of distance around the boundary of a shape - Know area is a measure of surface within a given boundary 	<ul style="list-style-type: none"> - Identify lines of symmetry in 2D shapes presented in different orientations - Identify acute and obtuse angles and compare and order angles up to two right angles by size - Describe positions on a 2-D grid as co-ordinates in the first quadrant - Plot specified points and draw sides to complete a given polygon - Understand the link between rotation and turns in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) - Find the area of rectilinear shapes by counting squares 	<ul style="list-style-type: none"> - Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles - Draw given angles and measure them in degrees - Use the properties of rectangle to deduce related facts and find missing lengths and angles - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

			<ul style="list-style-type: none"> - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - Complete a simple symmetric figure with respect to a specific line of symmetry 	
Adventurers: Position and Movement				
<p>Adventurers 1:</p> <ul style="list-style-type: none"> - Use everyday language to describe position and objects and can follow directional language when given instructions - Describe movement, including whole, half, quarter and three-quarter turns - Recognise and follow directions of movement 	<p>Adventurers 2:</p> <ul style="list-style-type: none"> - Use mathematical vocabulary to describe position, direction and movement - Distinguish between straight and turning movements including left and right, clockwise and anti-clockwise and use these to give directions 	<p>Adventurers 3:</p> <ul style="list-style-type: none"> - Recognise angles as a property of shape or a description of a turn - Identify right angles, recognises that two right angles make a half turn, three make three quarters of a turn and four a complete turn - Identify whether angles are greater than or less than a right angle - Describe positions on a square grid labelled with letters and numbers 		

Adventurers: Measure

Adventurers 1:	Adventurers 2:	Adventurers 3:	Adventures 4:	Adventurers 5:
<ul style="list-style-type: none"> - Can measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children’s range of counting competence - Can measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children’s range of counting competence - Can measure and begin to record capacity and volume using non-standard and then standard units (litres and ml) within children’s range of counting competence - Compare, describe and solve practical problems for: lengths and heights (for example, long/short, 	<ul style="list-style-type: none"> - Items Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers (within children’s place value competence) - Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales (within children’s place value competence) - Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels (within children’s place value competence) - Choose and use appropriate standard 	<ul style="list-style-type: none"> - Convert between different units of measure (KM to M, hours to minute) 	<ul style="list-style-type: none"> - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints 	<ul style="list-style-type: none"> - Use all four operations to solve problems involving measure - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places

<p>longer/shorter, tall/short, double/half)</p>	<p>units to estimate and measure temperature (°C) to the nearest appropriate unit using thermometers (within children's place value competence)</p> <ul style="list-style-type: none"> - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - Continue to estimate and measure temperature to the nearest degree (°C) using thermometers 			
Adventurers: Time				
<p>Adventurers 1:</p> <ul style="list-style-type: none"> - Tell the time to the hour and can correctly order events - Recognise and use language relating to dates, including days of the week, weeks, months and years - Measure and begin to record time (hours, minutes, seconds) - Tell the time to the hour and half past the hour and draw the 	<p>Adventurers 2:</p> <ul style="list-style-type: none"> - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - Know the number of minutes in an hour and the number of hours in a day - Compare, describe and solve practical problems for: time 	<p>Adventurers 3:</p> <ul style="list-style-type: none"> - Know the number of seconds in a minute and the number of days in each month, year and leap year - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24 hour clock - Record/compare time in terms of seconds, minutes, hours; use 	<p>Adventurers 4:</p> <ul style="list-style-type: none"> - Read, write and convert time between analogue and digital 12 and 24 hour clocks 	<p>Adventurers 5:</p> <ul style="list-style-type: none"> - Solve problems involving converting between units of time

hands on a clock face to show these times	<ul style="list-style-type: none"> - Sequence events in chronological order using language - Compare and sequence intervals of time 	vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight <ul style="list-style-type: none"> - Estimate/read time with increasing accuracy to the nearest minute 		
Adventurers: Money				
Adventurers 1: <ul style="list-style-type: none"> - Recognise and know the value of different denominations of coins and notes 	Adventurers 2: <ul style="list-style-type: none"> - Money Find different combinations of coins that equal the same amounts of money and combine amounts to make a particular value - Solve simple problems involving money 	Adventurers 3: <ul style="list-style-type: none"> - Recognise and use the symbols for pounds and pence and understand that the decimal point separates ponds/pence - Recognise that ten 10p coins equal £1 and that each coin is 1/10 of £1 - Add and subtract amounts of money to give change, using £ and p in practical contexts 	Adventurers 4: <ul style="list-style-type: none"> - Write amounts of money using decimal notation - Recognise that one hundred 1p coins equal £1 and that each coin is 1/100 of £1 - Solve problems involving money 	Adventurers 5: <ul style="list-style-type: none"> - Solve problems involving money, using decimal notation
Adventurers: Statistics				
	Adventurers 2: <ul style="list-style-type: none"> - Present and interpret data in block diagrams using practical equipment and ask and answer questions about the data 	Adventurers 3: <ul style="list-style-type: none"> - Understand vocabulary relating to statistics and can communicate their findings, using simple pictograms, tally charts, block 	Adventures 4: <ul style="list-style-type: none"> - Use a variety of sorting diagrams to compare and classify numbers based on their properties and sizes 	Adventurers 5: <ul style="list-style-type: none"> - Solve comparison, sum and difference problems using information presented in a line graph

		<p>diagrams and simple tables</p> <ul style="list-style-type: none"> - Extract and interpret information presented in simple tables and lists - Construct and interpret bar charts and pictograms where the symbol/interval represents a group of units - Use Venn and Carroll diagrams to sort and classify information 	<ul style="list-style-type: none"> - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts & time graphs 	<ul style="list-style-type: none"> - Complete, read and interpret information in tables, including timetables - Interpret and construct pie charts and line graphs and use these to solve problems - Calculate and interpret the mean as an average
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Adventurers: Using and Applying

<p>Adventurers 1:</p> <ul style="list-style-type: none"> - Continue a repeating pattern and describe the pattern using words, symbols or gestures - Use mathematics as an integral part of classroom activities to solve problems involving counting, adding, subtracting, multiplying, dividing doubling or halving - Represent their work with objects or 	<p>Adventurers 2:</p> <ul style="list-style-type: none"> - Select the mathematics they use in some classroom activities and can solve problems involving addition, subtraction, multiplication and division in the context of numbers, measures or money - Begin to represent their work using symbols and simple diagrams and can identify and record the information or calculation needed 	<p>Adventurers 3:</p> <ul style="list-style-type: none"> - Choose and use appropriate calculation strategies to solve one and two step problems and those involving money and measures and simple problems involving passage of time - Use mathematical symbols accurately and begins to work and record systematically. They can represent the information in a puzzle or problem using 	<p>Adventurers 4:</p> <ul style="list-style-type: none"> - Choose and use different strategies and use appropriate calculation strategies to solve one and two-step problems involving numbers, money and measures and simple problems that involve fractions and decimals - Use number sentences, statements or diagrams to represent and solve a problem or puzzle. 	<p>Adventurers 5:</p> <ul style="list-style-type: none"> - Choose and use different strategies and use appropriate calculation strategies to solve two and three-step problems involving numbers, money and measures and simple problems that involve fractions, decimals and percentages. - Use number sentences, statements or diagrams to represent and solve a
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<p>pictures and use these to solve problems</p> <ul style="list-style-type: none"> - Discuss their work and describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures - Describe and explain simple patterns and relationships involving numbers, objects or shapes, deciding whether examples satisfy a given criterion - Choose suitable equipment to answer questions, including sorting. They can present and interpret results in block graphs using practical equipment and ask and answer questions about the data 	<p>to solve a puzzle or problem</p> <ul style="list-style-type: none"> - Explain why an answer is correct and present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences - Describe patterns and relationships involving numbers or shapes; make predictions and test these with examples - Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams 	<p>numbers, images or diagrams and uses these to find a solution and present it in context, where appropriate using the correct units of measure</p> <ul style="list-style-type: none"> - Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams - Identify patterns and relationships involving numbers or shapes, and use these to solve problems - Follow a line of enquiry by deciding what information is important. They make and use lists, tables and graphs to organise and interpret the information 	<p>They present and interpret the solution in the context of the problem</p> <ul style="list-style-type: none"> - Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols - Identify and use patterns, relationships and properties of numbers or shapes. They investigate a statement involving numbers and test it with examples - Suggest a line of enquiry and can follow their own strategy to collect, organise and interpret selected information to find answers 	<p>problem or puzzle. They present and interpret the solution in the context of the problem independently.</p> <ul style="list-style-type: none"> - Identify and use patterns, relationships and properties of numbers or shapes. They investigate a statement involving numbers and test it with a range of examples - Suggest a line of enquiry and can follow their own strategy to collect, organise and interpret selected information to find answers to test and evaluate
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Action plan

Focus area:	Quality of Education
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Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
2.1 The curriculum is well planned and sequenced ensuring that the vision and intent is effectively communicated. 2.3 Teaching activities enables high levels of engagement, learner participation, progress, and achievement across the whole curriculum.	Monitor Class Leads planning to see that the curriculum is being delivered. Conduct informal drop ins during release time to see maths being delivered. Monitor evidence being uploaded on the EFL under maths assessment book and tags.	Simon	Class leads are aware of the curriculum documents. Class leads are planning sequential lessons that match the pathways of learners. Class leads to use EFL confidently in regard to maths. Class leads baseline and assess learners accurately.	
2.2 Raise the profile of reading, for every learner to have the opportunity to read every day - ensuring the school is a “literacy rich” environment.	Link reading to maths – look into purchasing story books related to maths. Purchase story books related to maths.	Simon	Warren School as a bank of story books related to maths. Learners engage in reading for pleasure with maths related books.	
3.3 Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	Monitor evidence being uploaded on the EFL under maths assessment book and tags.	Simon	Class leads to use EFL confidently in regard to maths. Class leads baseline and assess learners accurately.	
3.1 Implement whole school guidance for planning and review, to	Lead on CPD for all staff to support enhancing maths knowledge.	Simon	All staff to engage in maths CPD.	

<p>ensure clear / shared learning goals; high quality practice; engagement and progress.</p>	<p>Introduce 'mastery approach to maths' at Warren School. Monitor mastery approach against planning and lesson drop-ins.</p>		<p>Class leads are aware of what the mastery approach is. Class leads are applying the principles of mastery within maths lesson. Evidence of mastery approach is being uploaded onto EFL.</p>	
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