

Curriculum for Wales	AoLE Focus	Mathematics and Numeracy			
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with experiences that will allow them to; achieve their potential with their mathematics and numeracy skills. Our learners will experience a sense of pride and achievement as they solve a problem, discover different solutions and strategies, and apply their skills independently through authentic contexts. Our learners will gain a deep understanding of the subject, explored through a range of concepts/contexts, which ensures they fully understand and engage with what they are learning, and develop as numerate individuals, able to apply their skills in their everyday lives.			
	Progression Step	I			
Knowledge – ‘Learn ABOUT’					Experience – ‘Learn FROM’
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge that we aim to develop Pupils Skills through. In Nursery, Reception and Year I, Pupils will know how to:					Pupils will be provided with an opportunity to experience:-
Identify processes and connections :- <ul style="list-style-type: none">transfer mathematical skills to play and classroom activitiesidentify steps to complete the task or reach a solutionselect appropriate mathematics and techniques to useselect and use relevant number facts and mental strategiesselect appropriate equipment and resourcesuse knowledge and practical experience to inform estimations		Represent and Communicate :- <ul style="list-style-type: none">use everyday and mathematical language to talk about their own ideas and choicespresent work orally, pictorially and in written form, and use a variety of ways to represent collected datadevise and refine informal, personal methods of recording, moving to using words and symbols in number sentences		Review :- <ul style="list-style-type: none">use checking strategies to decide if answers are reasonableinterpret answers within the context of the problem and consider whether answers are sensibleinterpret information presented in charts and diagrams and draw appropriate conclusions	<ul style="list-style-type: none">Numeracy in the real world, including the outdoor environmentPractical activities that allow Pupils to apply their knowledge of number to everyday tasks and activitiesEngage in songs and rhymes with a number focusExperience number through practical forms, as well as written versionsVisits and visitors who use number as part of their everyday lives/rolesEngage in role play activities which provide an opportunity for number to be used.Use a wide range of practical equipment that allows Pupils to consolidate their numerical understanding
SKILLS – ‘Learn TO’					
LNF Links		The Number System, Relationships within the Number System, Calculation			
Through our Curriculum for Mathematics and Numeracy , our pupils will develop as Ambitious, Capable Learners, Healthy confident Individuals, Ethical, informed Citizens & Enterprising, Creative contributors. Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;					
WMS	The number system is used to represent and compare solutions between Through opportunities to;	Descriptions of Learning	What this looks like in NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR I :
The number system is used to represent and compare solutions between Through opportunities to;		(1.1)I have experienced and explored numbers, including cardinal, ordinal and nominal numbers, in number-rich indoor and outdoor environments.	<ul style="list-style-type: none">listen to and join in with rhymes, songs, stories and games that have a mathematical themeuse the terms ‘first’, ‘second’, ‘third’ and ‘last’ in daily activities and play	<ul style="list-style-type: none">recite a range of number rhymes and songsuse ordinal numbers to 10 in daily activities and playtalk about addition and subtraction instructions in play activities	<ul style="list-style-type: none">use ordinal numbers to 20 in practical situations
		(1.2)I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond.	<ul style="list-style-type: none">use mark making to represent numbers in play activities that can be interpreted and explainedrecite numbers from 0 to 10 forwards and backwards using songs and rhymes	<ul style="list-style-type: none">read and write numbers to at least 10begin to read number words	<ul style="list-style-type: none">read and write numbers to at least 20 forming and orientating them correctlyread and write number words to 10

	(1.3)I can use mathematical language to describe quantities, and to make estimates and comparisons such as 'more than', 'less than' and 'equal to'.	<ul style="list-style-type: none"> understand and use the concept of 'one more' in their play understand and use the concept of 'one less' in their play 	<ul style="list-style-type: none"> mentally recall 'one more' of a number within 10 mentally recall 'one less' of a number within 10 make a sensible estimate of up to 10 objects that can be checked by counting 	<ul style="list-style-type: none"> mentally recall 'one more' of a number within 20 mentally recall 'one less' of a number within 20 understand and use the mathematical symbols for addition, subtraction and equals make a sensible estimate of a number of objects that can be checked by counting
	(1.4)I have experienced the counting sequence of numbers in different ways, reciting forwards and backwards, and starting at different points.	<ul style="list-style-type: none"> realise that anything can be counted, not just objects, e.g. claps, steps count reliably up to 5 objects 	<ul style="list-style-type: none"> count reliably up to 10 objects recite numbers up to 20, forwards and backwards, and from different starting points 	<ul style="list-style-type: none"> count reliably up to 20 objects recite numbers up to 100, forwards and backwards and from different starting points
	(1.5)I can use my experience of the counting sequence of numbers and of one-to-one correspondence to count sets reliably. I can count objects that I can touch, and ones that I cannot.	<ul style="list-style-type: none"> demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures use counting to solve simple mathematics problems in everyday and play situations 	<ul style="list-style-type: none"> count in 2s to 10 and in 10s to 100 	<ul style="list-style-type: none"> count in 2s, 10s and 5s to 100 use 'counting on' strategies to add two collections, starting with the larger number, e.g. 8 + 5 use a range of strategies to mentally solve problems within 10
	(1.6)I have explored forming a quantity in different ways, using combinations of objects or quantities.	<ul style="list-style-type: none"> recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity 	<ul style="list-style-type: none"> understand that zero means 'none' solve simple problems in a practical situation that involve simple addition and subtraction up to 5 	<ul style="list-style-type: none"> demonstrate an understanding of place value, e.g. one 10 and four units equal 14, up to at least 20 understand and use the different mathematical terms for addition and subtraction, e.g. add, combine, find the difference
	(1.7)I can communicate how sets change when objects are added to and taken away from them.		<ul style="list-style-type: none"> use number facts up to 5 combine two groups of objects to find 'how many altogether?' take away objects to find 'how many are left?' 	<ul style="list-style-type: none"> use number facts within 10, i.e.: – doubling and halving, e.g. 4 + 4 – bonds of 10, e.g. 6 + 4 recall doubles and near doubles up to 10 recall halves up to 10 Add and subtract numbers involving up to 10 objects
	(1.8)I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups.	<ul style="list-style-type: none"> compare and order numbers to at least 5 	<ul style="list-style-type: none"> compare and order numbers to at least 10 	<ul style="list-style-type: none"> compare and order numbers to at least 20 recognise and understand odd and even numbers up to 20 find halves in practical situations
	(1.9)I have used money, and the language of money, in play and real-life situations and I can understand that I need to exchange money for items.	<ul style="list-style-type: none"> demonstrate an awareness of the purpose of money through role play 	<ul style="list-style-type: none"> use 1p, 2p, 5p and 10p coins to pay for items 	<ul style="list-style-type: none"> use different combinations of money to pay for items up to 20p find totals and give change from 10p

LNF Links		N/A			
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What Matters Statement		Descriptions of Learning	What this looks like in NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR 1 :
Algebra uses symbol systems to express the structure of mathematical relationships.	Through opportunities to;	(1.10)I am beginning to recognise, copy, extend and generalise patterns and sequences around me.	<ul style="list-style-type: none">▪ copy a range of simple patterns and sequences visually and aurally, e.g. clapped patterns, threading activities.	<ul style="list-style-type: none">▪ recognise and repeat three object/colour/clapped patterns and sequences	<ul style="list-style-type: none">▪ demonstrate an understanding of repeating patterns, including shape and number, by describing, reproducing and extending.
		(1.11)I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'.		<ul style="list-style-type: none">▪ talk about addition and subtraction instructions in play activities▪ begin to understand, in practical terms, that equal means 'same as'	<ul style="list-style-type: none">▪ understand and use the mathematical symbols for addition, subtraction and equals▪ solve one-step problems that involve addition and subtraction, including missing number problems, e.g. 7 + " = 9, using concrete objects and pictorial representations

LNF Links		Measurement, Shape and Space, Position			
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Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	Through opportunities to;	(1.12)I can understand and apply the language of time in relation to my daily life.	<ul style="list-style-type: none">anticipate events related to elements of daily routines and use the terms ‘before’ and ‘after’sing/chant the days of the week	<ul style="list-style-type: none">use the concept of time in terms of their daily activitiessing/chant the days of the week, months and seasons of the year in meaningful contexts, e.g. when changing the class calendardemonstrate a developing sense of how long tasks and everyday events take	<ul style="list-style-type: none">use the concept of time in terms of their daily and weekly activities and the seasons of the yearunderstand and order the days of the week, the months and seasons of the year in meaningful contextsuse standard units of time to read ‘o’clock’ using both analogue and 12-hour digital clocks
		(1.13)I have used a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring.	<ul style="list-style-type: none">compare, sort and order two objects in terms of size, weight or capacity by direct observation	<ul style="list-style-type: none">use direct comparisons with:<ul style="list-style-type: none">length, height and distance, e.g. longer/shorter thanweight/mass, e.g. heavier/lighter thancapacity, e.g. holds more/less than	<ul style="list-style-type: none">use non-standard units to measure:<ul style="list-style-type: none">length, height and distanceweight/masscapacity
		(1.14)I can make estimates and comparisons with measures, such as ‘shorter than’, ‘heavier than’.			<ul style="list-style-type: none">make a sensible estimate of measurement in length, height, weight and capacity that can be checked using non-standard measures
		(1.15)I have explored, compared, and used the general language of shapes through investigative play.	<ul style="list-style-type: none">recognise and use the names for 2D shapes (circle, square and triangle) within play activities and the environmentuse and build with 2D and 3D shapes within play-based activitiesuse a variety of media to develop concept of symmetry	<ul style="list-style-type: none">recognise and name common 2D shapes (circle, square, triangle and rectangle) and some 3D shapes (cube, cuboid and sphere) within play activities and the environmentuse 2D and 3D shapes to make models and picturescomplete a simple symmetrical picture through a variety of media	<ul style="list-style-type: none">recognise and name common 2D shapes (square, triangle, rectangle, circle and semi-circle) and 3D shapes (cube, cuboid, cone and sphere) in order to begin to compare and sortuse 2D and 3D shapes and describe how they fit togetherrecognise and complete a symmetrical picture or simple shape
		(1.16)I have explored movements and directions and I am beginning to use mathematical language to describe position.	<ul style="list-style-type: none">follow two-step instructions for simple movements within games and play activitiesdemonstrate an awareness of prepositions and movement during their own physical activities	<ul style="list-style-type: none">move in given directionsuse prepositions to describe position	<ul style="list-style-type: none">make whole turns and half turnsdescribe position, direction and movement

LNF Links		Collecting Data, Representing Data, Interpreting Data			
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Statistics represent data, probability models chance, and both support informed inferences and decisions.	Through opportunities to;	(1.17)I can investigate, collect and record data found in my environment.			<ul style="list-style-type: none">collect information by voting or sorting and represent it in pictures, objects or drawings
		(1.18)I can group sets into categories and I am beginning to communicate the rule(s) I have used.	<ul style="list-style-type: none">sort and match sets of objects by recognising similarities	<ul style="list-style-type: none">sort and classify objects using one criterion	<ul style="list-style-type: none">collect information by voting or sorting and represent it in pictures, objects or drawings
		(1.19)I am beginning to represent and interpret data, using a range of methods.	<ul style="list-style-type: none">use mark making to begin to record collections	<ul style="list-style-type: none">record collections using marks, numbers or pictures	<ul style="list-style-type: none">make lists and tables based on data collected