**Braywood Curriculum Map for Maths**

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| **YEAR ONE** | | **YEAR TWO** | | **YEAR THREE** | | **YEAR 4** | |
| **Term 1** | | | | | | | |
| **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** |
| **Counting**  **Number bonds**  **Recognising and grouping shapes** | **Counting and representing numbers**  counting, ordering, comparing numbers to 20 and beyond.  **Addition and subtraction**  Weeks 2 and 3 focus on number stories, for addition / subtraction facts, doubles and counting on / back 1.  **2D shapes: identifying,** naming and sorting according to different properties.  **Place value and representing numbers:** reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10. | **Numbers to 100; counting, place value, comparing, number bonds, number patterns**  **2d shapes; identifying sides and vertices, identifying lines of symmetry, making figures, sorting shapes, drawing shapes, making patterns, describing patterns** | **Place value**  place value in numbers 0–100 and different ways of representing, comparing and ordering these.  **Addition and subtraction**  learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations.  **2D shapes**  identifying and classifying 2D shapes, using a variety of sorting devices.  Place value; ordinal numbers  developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers. | **Counting**  **Place value**  **Multiplication & division x3,x4**  **Making & describing 3D shapes** | **Addition and subtraction**  revising the understanding and use of **place value and number facts** in mental addition and subtraction.  **Multiplication and division**  key multiplication and division facts and doubling and halving.  **Time; 3D shapes**  telling the time with increasing accuracy, and identifying, describing and sorting 3D shapes.  Place value; difference  placing 2- and 3-digit numbers on a line and using an empty number line to find differences. | **Counting and Place Value**  **Adding and subtracting using mental strategies**  **Multiplying multiples of 10 & 100**  **Multiply 2 digits numbers (ladder)**  **Measuring height and length & converting units**  **Adding (Bar Method & 3d column Addition)**  **Subtracting (Bar Method & 3d column Subtraction)** | **Addition and subtraction**  mental strategies in addition and subtraction, including the use of a robust understanding of place value.  **Multiplication and division**  learning and using multiplication and division facts in solving more advanced problems.  **Time; length**  telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths.  Addition and subtraction  understanding and using formal written methods of addition and subtraction. |
| Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children’s understanding.  KS1 Weather, days of the week etc. Maps positions etc Bar charts | | | | | | | |
| **YEAR ONE** | | **YEAR TWO** | | **YEAR THREE** | | **YEAR 4** | |
| **Term 2** | | | | | | | |
| Singapore | Abacus | **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** |
| **Space – position and direction**  **Length**  **Addition within 10**  **Numbers to 20** | **Place value and representing numbers**  reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10.  **Addition and subtraction**  using number facts; representing addition and subtraction with concrete objects.  **Position and direction; length**  establishing position and direction, then comparing and measuring lengths with uniform units.  Addition and subtraction; **money**  counting on or back 1 / 2 / 3 and recognising coins, then finding totals. | **Length; measuring length in cm, and m,**  **3D shapes; Moving and turning shapes**  **Addition and Subtracting; Simple adding and simple subtracting**  **Money; writing amounts, counting, showing equal amounts, exchanging money, comparing amounts** | **Place value;** ordinal numbers  developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.  **Addition and subtraction**  adding and subtracting smaller 2-digit numbers to and from larger ones.  **Position and direction; length**  understanding the vocabulary associated with position and movement and then comparing and measuring lengths using cm and m.  Addition and subtraction  adding, subtracting, doubling and halving 2-digit numbers, using an understanding of place value.  Using money in calculations  counting in uniform steps, using coins to help us create sequences and find totals. | **Length**  **Volume**  **Multiplication & division x 8** | **Multiplication and division; fractions**  **doubling and halving and** understanding a half and other unit fractions.  Place value in addition and subtraction  **understanding place value,** including in money, and using partitioning in adding and subtracting.  Length; capacity  SI units and **measurement of length and capacity.**  Place value; difference  using number lines to compare and round numbers and to find differences.  Revision  revision of key calculation strategies and their use in word problems. | **Equivalent Fractions**  **Writing mixed numbers &**  **showing on a number**  **line**  **Writing tenths**  **Decimals**  **Rounding & estimating**  **Mass**  **Volume**  **Mass & Volume problems**  **Picture & Bar graphs**  **Subtracting (Bar Method & column Subtraction)**  **Multiplying 3 digit numbers (ladder)**  **Dividing 2 d numbers (chunking)** | **Fractions and decimals; addition,** place value in decimals and the relationship between tenths and decimals; using place value in formal addition.  **Measures; data**  using SI units in measuring, reading scales and collecting, interpreting and recording data.  **Subtraction**  using place value to underpin an understanding of different methods in subtraction and to choose between these.  **Multiplication and division**  developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems. |
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| **YEAR ONE** | | **YEAR TWO** | | **YEAR THREE** | | **YEAR 4** | |
| **Term 3** | | | | | | | |
| **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** |
| **Numbers to 40**  **Using a calendar**  **Recognising solids**  **Making addition stories**  **Solving picture problems**  **Add by counting on** | **Place value**  using a variety of images to embed an understanding of 2-digit numbers and place value, including finding 1 more / less.  **Number facts**  embedding a reliable recall of number facts, then using these to solve simple word problems.  **Addition and subtraction**  using known number facts to add and subtract using unit patterns.  **3D shapes; time**  naming and identifying 3D shapes and their properties, and rehearsing days of the week and months  **Numbers and counting; fractions**  counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole. | **Money: Calculating Change**  **3D Shapes; recognising 3D shapes, grouping 3d shapes, forming 3d structures, making patterns**  **Time; Telling and writing time to 5 minutes,** | **Place value**  understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers.  **Number facts; addition and subtraction**  revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).  **Number facts; addition and subtraction**  revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).  **3D shapes; time**  identifying 3D shapes and their properties, including naming 2D faces; and then rehearsing telling the time on analogue and digital clocks.  **Place value**  extending understanding of place value to include landmarked lines and estimation. | **Angles**  **Perimeters**  **Fractions –counting in tenths, equivalence, part of a set, finding fractions of a number**  **Money** | **Place value**  embedding a thorough understanding of place value and properties of numbers.  **Addition; times tables**  using partitioning in addition; and on the 2, 3, 4, 5, 8- and 10-times tables.  **Fractions**  fractions as numbers, finding equivalent fractions, placing fractions on a line, and fractions as operators, finding fractions of amounts.  **Angles; 2D shapes**  angles, including right angles, measurement of turn, and the ° symbol; and properties of 2D shapes and finding perimeters.  **Addition and subtraction**  attaining a secure understanding of place value and understanding how this underpins rounding, mental addition and subtraction, and column methods of addition. | **Word problems (tables & Division**  **facts)**  **multiplying by 0 & 1, Dividing by 1**  **Multiplying 3 numbers**  **Simplifying mixed fractions**  **Angles**  **Classifying Triangles & quadrilaterals**  **Symmetry**  **Sorting shapes**  **Divide 3d numbers (chunking)** | **Place value; addition and subtraction**  ensuring a robust understanding of place value and numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction.  **Subtraction; multiplication**  written calculation methods underpinned by a secure understanding of place value: vertical subtraction and multiplication methods, and multiplication problems involving money.  **Division; fractions**  mental multiplication and division strategies, which underpin the work on proper fractions that follows, including finding non-unit fractions of amounts, equivalent fractions and simplifying.  **2D shapes**  properties of 2D shapes, including angles, parallel and perpendicular lines, and symmetry.  **Mental calculation strategies**  the relationship between the 4 operations; these important inverse relationships are linked to mental calculation. |
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| **YEAR ONE** | | **YEAR TWO** | | **YEAR THREE** | | **YEAR 4** | |
| **Term 4** | | | | | | | |
| **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** |
| **Fractions**  **Time**  **Addition & subtraction word problems**  **Numbers to 100**  **Money** | **Numbers and counting; fractions**  counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole.  **Number facts**  number facts, including doubles and halves, and the use of these in additions and subtractions to 20.  **Time**  units of time and telling the time to the nearest half hour, and developing understanding of how long a minute, hour, day, week, etc. are.  **Addition and subtraction**  addition and subtraction, specifically in relation to counting on and back, sometimes crossing 10.  **Place value and money**  place value in 2-digit numbers and then in relation to money: £1s, 10s, 1ps; children find 1 / 10 more / less than any number. | **Fractions; making equal parts, ½ ¼ & thirds, naming, making equal, comparing and ordering fractions, counting wholes and parts**  **Multiplication; X as equal groups, x2, x5, x10 tables & multiplying by 2, 5 and 10, Solving problems**  **Multiply & Divide by 2, 5, and 10; grouping, sharing, dividing by 2, 5 and 10, Odd & even numbers**  **Money; Calculating total amount**  **Picture graphs** | **Fractions**  doubling and halving, including odd numbers, leading to counting in halves and mixed numbers; unit and non-unit fractions are then modelled using a variety of images.  **Multiplication and division**  Counting in 2s, 5s and 10s and introduces the x sign for multiplication.  **Time; data**  telling the time and further develops children’s understanding of the units of time; time is then used as the context for data to be represented on pictograms and block graphs.  **Multiplication and division**  Revising 2, 5, and 10 times tables using arrays as well as number lines; division is introduced as the inverse of multiplication.  **Money and money calculations**  rehearsing coin and note values and writing amounts of money; money is then used as the context for adding & finding totals. | **Adding – simple & with renaming**  **Subtraction**  **Multiplying & Dividing** | **Addition and subtraction**  the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.  **Time**  time-telling on digital and analogue clocks, and the calculation of time intervals; these are used in solving word problems.  **Place value; subtraction**  using number lines to facilitate an understanding of place value in 3-digit numbers, and as an efficient method of performing subtraction involving 3-digit numbers.  **Multiplication and division**  developing multiplication strategies using doubling and halving and the grid method; division is related to multiplication and this relationship is used to solve missing number problems. | **Comparing & ordering decimals (1p decimals)**  **Rounding (1p) decimals**  **Dividing whole numbers by 10 and 100**  **Solving word problems (addition & subtraction)**  **Telling time on a 24-hour clock**  **Changing time in minutes to seconds, hours to minutes,**  **years to months weeks & days**  **Solving problems on duration of Time**  **Perimeter**  **Solving word problems (multiplication & division)** | **Place value**  ensuring a robust understanding of that place value in decimal numbers.  **Addition and subtraction**  using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers.  **Time; length**  time-telling and the 24-hour clock, including calculating time intervals; finding missing lengths in rectilinear shapes.  **Subtraction**  using understanding of place value to solve subtraction problems using appropriate methods.  **Multiplication and division**  developing a good understanding of the processes involved in more complex written algorithms for multiplication and division. |
| Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children’s understanding. Local studies involve positional language including position, angles and directions. | | | | | | | |
| **YEAR ONE** | | **YEAR TWO** | | **YEAR THREE** | | **YEAR 4** | |
| **Term 5** | | | | | | | |
| **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** |
| **Numbers to 100**  **Volume and capacity**  **Mass**  **Fractions**  **Money** | **Place value**  consolidating understanding of 2-digit numbers, representing these in different ways, and partitioning into 10s and 1s.  **Addition and subtraction**  revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers.  **Addition and subtraction**  revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers.  **Measures**  weight and capacity, comparing and using uniform non-standard units to measure both; information is recorded in block graphs for ease and clarity.  **Fractions; money**  doubling and halving numbers and recognising halves and quarters of shapes; and on recognising coins and solving money problems. | **Addition & subtraction; adding with renaming, subtracting with renaming, addition of 3 numbers**  **Mass; measuring comparing, solving word problems**  **Volume; comparing, measuring in litres and millilitres, solving word problems**  **Temperature; reading and estimating temperature**  **Fractions; finding part of a set, finding part of a quantity** | **Place value**  securing a robust understanding of place value, including adding and subtracting 2-digit numbers by counting on/back in 10s and 1s.  **Addition and subtraction**  using number facts to solve additions and subtractions, including adding several numbers and counting up using complements to the next multiple of 10 to find a difference.  **Measures; statistics and data**  using non-standard and standard units to measure and compare weights and capacities; and using this context to revise the use of block graphs.  **Multiplication, division and fractions**  doubling and halving as inverse operations, and relates division to fractions, including finding halves, quarters and thirds of amounts. | **Mass**  **Further multiplication and Division (multiplying 2 digit numbers without & with regrouping)**  **Drawing & reading picture and bar graphs** | **Addition and subtraction**  securing understanding of addition and subtraction and rehearsing sound mental strategies, extending to adding and subtracting fractions.  **Multiplication and division** understanding and skills in division & multiplication, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.  **Statistics and data; weight**  drawing and interpreting pictograms and bar graphs with different scales and using these to record and analyse data in the context of measuring weights.  **Addition and subtraction**  mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing methods to solve problems | **Counting in Hundredths Writing hundredths**  **Writing Decimals**  **Writing fractions as decimals**  **Comparing & ordering decimals (2p decimals)**  **Area**  **Roman numerals** | **Place value and decimals**  consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10.  **Place value and decimals**  consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10.  **Multiplication and division**  extending knowledge of times tables, using this to develop understanding of harder written multiplication algorithms; and on division as the inverse of multiplication.  **Area and perimeter; 2D and 3D shapes** calculating perimeters and areas of shapes, and on properties of 2D and 3D shapes.  **Fractions and decimals**  developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and recognising equivalents. |
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| **YEAR ONE** | | **YEAR TWO** | | **YEAR THREE** | | **YEAR 4** | |
| **Term 6** | | | | | | | |
| **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** | **Singapore** | **Abacus** |
| **Multiplication**  **Division**  **Time -** | **Place value**  rehearsing place value in 2-digit numbers.  **Multiplication and division**  identifying patterns in multiples of 2, 5 and 10, and relating counting in 2s to doubling and halving.  **Time; measures; 2D shapes**  telling the time to the quarter hour; measuring lengths, recording information in pictograms and block graphs; and repeating patterns using 2D shapes.  **Addition and subtraction**  using number facts to solve additions and subtractions involving 1- and 2-digit numbers and finding change.  **Place value; multiplication**  consolidating understanding of 2-digit numbers; and on exploring patterns in multiples of 2, 5 and 10. | **Length; measuring length in cm, and m, comparing length, solving word problems**  **Time; Telling and writing time, sequencing events, drawing clock hands, finding durations of time, finding, ending times, finding start times, comparing time**  **Money; solving problems**  **Word problems** | **Addition and subtraction; money**  mental addition and subtraction strategies, using number facts and place value; and using £.p notation and solving money problems.  **Multiplication and division**  relating multiplication and division to counting in steps of 2, 3, 5, 10, understanding multiplication as arrays, and solving divisions as missing number problems.  **Length; time**  estimating and measuring lengths in cm; and on telling the time to 5 minutes.  **Addition and subtraction; multiplication and division**  adding by partitioning; finding differences; and on multiplying and dividing by counting in steps.  **Place value**  revising place value in 2-digit numbers and extending to place value in 3-digit numbers. | **Fractions –counting in tenths,**  **Perpendicular & parallel lines**  **Calculating perimeter**  **Further Division** | **Addition and subtraction**  mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing methods to solve problems.  **2D shapes; time**  developing understanding and vocabulary of shape and angle, including measuring perimeters; and telling the time 5, 10, 20 minutes later using am/pm and 24-hour clock.  **Multiplication and division; fractions**  consolidating written multiplication and division strategies, securing understanding of the relation between division and fractions, and moving to finding tenths of amounts.  **Revision** rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication & division | **Add & Subtract fractions**  **Word problems (fractions)**  **Position**  **Line graphs** | **Addition and subtraction; multiplication and division**  adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally.  **Addition and subtraction**  addition and subtraction using written column methods.  **Coordinate geometry; statistics and data**  using coordinate grids; and developing that understanding to draw line graphs and know that intermediate points have meaning.  **Multiplication and division; fractions**  enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100.  **Multiplication and division; fractions**  enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100. |
| Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children’s understanding. KS1 Directional language using roamers | | | | | | | |