Curriculum Plan Overview

14-19 OCNWM/Acentis MATHS

Term	Topic	Learning	How can parents' best support
Autumn 1	**Numbers and the number system**	Entry Level 1 Learners will be able to read, write and match numbers from 0 through 20 in words and in digits, and be able to count from 0 to 20 forwards and backwards. They will be able to order and compare numbers from 0 through 20. Learners will be able to solve simple mathematical problems involving number and the number system in familiar contexts. Entry Level 2 Learners will be able to count reliably to 100 in whole numbers, and be able to read, write and compare numbers up to 200. They will recognise and be able to sequence odd and even numbers up to 100. LEVEL 1 Finding the difference between highest/lowest numbers Round numbers to nearest 10,100,1000 Addition of 5 digit numbers Addition using a calculator Find the difference using a calculator Subtraction using a calculator Solve word problems involving addition & subtraction	Practice both mental and written methods of calculations strategies. Practice times tables. Counting objects around the home or out in the environment. Practice using a calculator to add and subtract large numbers. Questioning, which is the highest/lowest and most/least.
Assessment:	<td colspan="3"><u>**Ongoing evidence for EL1 and 2. Test for Level 1.**</u></td>
Autumn 2	**Numbers and the number system**	Entry Level 1 Learners will be able to read, write and match numbers from 0 through 20 in words and in digits, and be able to count from 0 to 20 forwards and backwards. They will be able to order and compare numbers from 0 through 20. Learners will be able to solve simple mathematical problems involving number and the number system in familiar contexts. Entry Level 2 Learners will be able to count reliably to 100 in whole numbers, and be able to read, write and compare numbers up to 200. They will recognise and be able to sequence odd and even numbers up to 100. LEVEL 1 Finding the difference between highest/lowest numbers Round numbers to nearest 10,100,1000 Addition of 5 digit numbers Addition using a calculator Find the difference using a calculator Subtraction using a calculator Solve word problems involving addition & subtraction	Practice both mental and written methods of calculations strategies. Practice times tables. Counting objects around the home or out in the environment. Practice using a calculator to add and subtract large numbers. Questioning, which is the highest/lowest and most/least.
Assessment:	<td colspan="3"><u>**Ongoing evidence for EL1 and 2. Test for Level 1.**</u></td>
Spring 1	**Addition**	Entry Level 1 Learners will be able to carry out addition calculations with single digit numbers from zero to 20, with and without a calculator, and	Encourage students to solve simple addition problems. Encourage them to use small amounts of money when possible.

		will recognise and use the symbols + and = to write and carry out addition calculations. Learners will be able to solve simple addition problems in familiar contexts using addition Skills.	Talk about highest/lowest numbers Use different vocabulary such as difference between; altogether addition and subtraction. Talk about why we use rounding. (use as a way to estimate if we have enough for a game for instance).
		Entry Level 2 Learners will recognise the words and symbols used for addition, they will be able to carry out addition calculations involving 1 and 2-digit numbers with and without a calculator, and will be able to use rounding to the nearest 10 to approximate and to check answers. Learners will be able to solve simple mathematical problems involving addition. **LEVEL 1** Finding the difference between highest/lowest numbers Round numbers to nearest 10,100,1000 Addition of 5 digit numbers Addition using a calculator Find the difference using a calculator Subtraction using a calculator Solve word problems involving addition & subtraction	
Assessment:		**<u>Ongoing evidence for EL1 and 2. Test for Level 1.</u>**	
Spring 2	**Addition**	**Entry Level 1** Learners will be able to carry out addition calculations with single digit numbers from zero to 20, with and without a calculator, and will recognise and use the symbols + and = to write and carry out addition calculations. Learners will be able to solve simple addition problems in familiar contexts using addition Skills. **Entry Level 2** Learners will recognise the words and symbols used for addition, they will be able to carry out addition calculations involving 1 and 2-digit numbers with and without a calculator, and will be able to use rounding to the nearest 10 to approximate and to check answers. Learners will be able to solve simple mathematical problems involving addition. **LEVEL 1** Finding the difference between highest/lowest numbers Round numbers to nearest 10,100,1000 Addition of 5 digit numbers Addition using a calculator Find the difference using a calculator Subtraction using a calculator Solve word problems involving addition & subtraction	Encourage students to solve simple addition problems. Encourage them to use small amounts of money when possible. Talk about highest/lowest numbers Use different vocabulary such as difference between; altogether addition and subtraction. Talk about why we use rounding. (use as a way to estimate if we have enough for a game for instance).
Assessment:		**<u>Ongoing evidence for EL1 and 2. Test for Level 1.</u>**	
Summer 1	**Shape & space**	**Entry Level 1** Learners will be able to recognise, name and sort 2D and 3D shapes and use positional language in familiar contexts when working with shape and space. Learners will be able to solve simple problems involving shape, space and positional vocabulary. **Entry Level 2** Learners will be able to identify common 2D and 3D shapes and their properties and will be able to sort common 2D and 3D shapes. They will recognise positional language and be able to use this to talk about position and direction. Learners will be able to solve simple mathematical problems that involve shape,	Recognise and discuss different shapes around the home and environment. Look at patterns using shapes such as floor tiles/wallpaper. Talk about how we know it is a particular shape. Does it have sides/corners etc. Talk about where things are using language such as; behind, in front of, beside, next to, above, over.

		space and positional language. LEVEL 1 Know shape names including quadrilateral Recognise angles and identify right angle Know properties of 2D shapes Identify lines of symmetry Know what tessilation means Measure angles using a protractor	Talk about angle around the home and outdoors. Can you see a right angle? How many lines of symmetry does this shape have? Look at patterns such as floor tiles to discuss tessilation.
Assessment:		**Ongoing evidence for EL1 and 2. Test for Level 1.**	
Summer 2	**Shape & space**	Entry Level 1 Learners will be able to recognise, name and sort 2D and 3D shapes and use positional language in familiar contexts when working with shape and space. Learners will be able to solve simple problems involving shape, space and positional vocabulary. Entry Level 2 Learners will be able to identify common 2D and 3D shapes and their properties and will be able to sort common 2D and 3D shapes. They will recognise positional language and be able to use this to talk about position and direction. Learners will be able to solve simple mathematical problems that involve shape, space and positional language. LEVEL 1 Know shape names including quadrilateral Recognise angles and identify right angle Know properties of 2D shapes Identify lines of symmetry Know what tessilation means Measure angles using a protractor	Recognise and discuss different shapes around the home and environment. Look at patterns using shapes such as floor tiles/wallpaper. Talk about how we know it is a particular shape. Does it have sides/corners etc. Talk about where things are using language such as; behind, in front of, beside, next to, above, over. Talk about angle around the home and outdoors. Can you see a right angle? How many lines of symmetry does this shape have? Look at patterns such as floor tiles to discuss tessilation.
		Ongoing evidence for EL1 and 2. Test for Level 1.	