**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 numbersdeveloping 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; differenceplacing 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 subtractionunderstanding 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 numbersdeveloping 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 subtractionadding, subtracting, doubling and halving 2-digit numbers, using an understanding of place value.Using money in calculationscounting 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; capacitySI units and **measurement of length and capacity.**Place value; differenceusing number lines to compare and round numbers and to find differences.Revisionrevision 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. |
| 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.  |
| **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 HundredthsWriting 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  |