

# Maths Curriculum Sequence Year R



Number, Place Value,
Calculations, Fractions

Geometry

Measurement

Statistics

Assessment

Match, Sort & Compare



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Match objects

Match pictures and objects

Identify a set

Sort objects to a type

Explore sorting techniques

Create sorting rules

Compare amounts

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Compare size
Compare mass
Compare capacity
Explore simple patterns
Copy and continue simple patterns
Create simple patterns

**Teacher Assessment** 

It's me 1-2-3



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Find 1, 2 and 3
Subitise 1, 2 and 3
Represent 1, 2 and 3
1 more
1 less
Composition of 1, 2 and 3

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Identify and name circles and triangles
Compare circles and triangles
Shapes in the environment
Describe position

**Teacher Assessment** 

1, 2, 3, 4, 5



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Find 4 and 5
Subitise 4 and 5
Represent 4 and 5
1 more
1 less
Composition of 4 and 5
Composition of 1 - 5

**Teacher Assessment** 

Shapes with 4 sides



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Identify and name shapes with 4 sides
Combine shapes with 4 sides
Shapes in the environment
My day and night

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it.

The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Introduce zero

Find 0 to 5

Subitise 0 to 5

Represent 0 to 5

1 more

1 less

Composition

Conceptual subitising to 5

**Teacher Assessment** 

Mass & Capacity



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Compare mass
Find balance
Explore capacity
Compare capacity

**Teacher Assessment** 

Growing 6, 7, 8



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Find 6 7 8

Represent 6 7 8

1 more

1 less

Composition of 6, 7 and 8

Make pairs-odd and even

Double to 8 (find a double)

Double to 8 (make a double)

Combine 2 groups

Conceptual subitising

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Explore length

Compare length

Explore height

Compare height

Talk about time

Order and sequence time

**Teacher Assessment** 

Building 9 and 10



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Find 9 and 10

Compare numbers to 10

Represent 9 and 10

Conceptual subitising to 10

1 more

1 less

Composition to 10

Bonds to 10 (2 parts)

Make arrangements of 10

Bonds to 10 (3 parts)

Doubles to 10 (find a double)

Doubles to 10 (make a double)

Explore even and odd

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

### Prior learning check (see learning trajectories) & remediation/deepening of prior

Recognise and name 3-D shapes
Find 2-D shapes within 3-D shapes
Use 3-D shapes for tasks
3-D shapes in the environment
Identify more complex patterns
Copy and continue patterns
Patterns in the environment

**Teacher Assessment** 

To 20 & Beyond



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Build numbers beyond 10 (10-13)
Continue patterns beyond 10 (10-13)
Build numbers beyond 10 (14-20)
Continue patterns beyond 10 (14-20)
Verbal counting beyond 20
Verbal counting patterns

**Teacher Assessment** 

How many now?



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Add more
How many did I add?
Take away
How many did I take away?

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Select shapes for a purpose
Rotate shapes
Manipulate shapes
Explain shape arrangements
Compose shapes
Decompose shapes
Copy 2-D shape pictures
Find 2-D shapes within 3-D shapes

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

### Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Explore sharing
Sharing
Explore grouping
Grouping
Even and odd sharing
Play with and build doubles

**Teacher Assessment** 

Visualise, build and map



Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Identify units of repeating patterns
Create own pattern rules
Explore own pattern rules
Replicate and build scenes and constructions
Visualise from different positions
Describe positions
Give instructions to build
Explore mapping
Represent maps with models
Create own maps from familiar places

Create own maps and plans from story situations

**Teacher Assessment** 





Do **NOT** start the unit until **ALL** children have passed the prior learning check. These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.

Do **NOT** move on to the next learning step until **ALL** children can do it. The unit takes as long as it takes for **ALL** children to pass the teacher assessment at the end.

Do **NOT** move onto the next unit until **ALL** children pass the teacher assessment at the end.

# Learning Steps

Prior learning check (see learning trajectories) & remediation/deepening of prior

Deepen understanding

Patterns and relationships

**Teacher Assessment**