

Intent

- To develop children's curiosity in Maths and to foster a sense of enjoyment and love of learning about the subject.
- To be aware of Maths in the everyday world.
- To be equipped with the tools and strategies needed to solve Mathematical problems.
- To become confident and competent Mathematicians.

F1	Curriculum	Knowledge	Skills	Vocabulary
	Record, Present and Interpret Data <ul style="list-style-type: none"> • Experiment with their own symbols and marks, as well as numerals. 	Record, Present and Interpret Data <ul style="list-style-type: none"> • To know that marks that they make can show an amount. • To know that drawings can represent an amount. • To know that numerals are the written form of a number. 	Record, Present and Interpret Data <ul style="list-style-type: none"> • To be able to make marks which show amounts. • To be able to make marks which represent numerals. • To be able to begin to write numerals. 	Numeral, amount, show me.
F2	Curriculum	Knowledge	Skills	Vocabulary
Year 1	Curriculum	Knowledge	Skills	Vocabulary
Year 2	Curriculum	Knowledge	Skills	Vocabulary
	Interpreting, constructing and presenting data. <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data. 	Interpreting, constructing and presenting data. <ul style="list-style-type: none"> • To know that a pictogram can use images to show an amount. • To know that a tally chart is used to show amounts. • To know that 1 recorded as a tally is a line. After the fourth tally, a diagonal line is drawn through to show 5. • To know that a block diagram uses blocks to show amounts. • To know that pictograms, tally charts and block diagrams all show a record of data for example, how many children had a school dinner or a packed lunch. • To know that you can use this information to compare for example, how many more children have a school dinner than a packed lunch. 	Interpreting, constructing and presenting data. <ul style="list-style-type: none"> • To be able to interpret amounts on pictograms, tally charts, block diagrams and simple tables. • To be able to count and draw tally amounts knowing that tallies are grouped in fives. • To be able to create simple pictograms, tally charts and block diagrams to show data. • To be able to compare data for example if 10 children are having a packed lunch, how many more children are having a school dinner? 	Chart, graph, data, interpret, more, fewer, pictogram, tally, block diagram, table, category, quantity, total, compare.