**Rolling Programme of Outcomes and Themes**

**Numeracy- Post 16**

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year ABC** | **Explore/**  **Experiment:**  H4(purple)  H5-7  **Number & Money** | **COUNTING PROPERTIES OF NUMBERS AND NUMBER SEQUENCES**  Show an interest in number activities and counting.  **PLACE VALUE AND ORDERING**  Begin to anticipate the ending or key elements of rhymes, songs and number games.  **ADDITION AND SUBTRACTION**  Follow sequence of pictures or numbers as indicated by the teacher during rhymes and songs.  **REASONING ABOUT NUMBERS**  Show awareness of changes in shape, position or quantity.  Use a finger to indicate 'one'.  **PROBLEMS INVOLVING ‘REAL LIFE’, MONEY OR MEASURES**  Anticipate, follow and join in mathematical activities when given a contextual clue.   * Indicate ‘one’ or ‘two’ * Show awareness of contrasting quantities * Understand one-to-one correspondence in a range of contexts * Join in rote counting up to five * Count reliably to three, make sets of up to three objects * Understand the concept of ‘more’. * Join in with number rhymes, songs, stories and games * Rote count to ten * Count at least five objects reliably * Recognise numerals from 1 to 5 and understand that each represents a constant number or amount * Understand ‘less’ * Respond to ‘add one’ when working with a number of objects * Understand the exchange process: money in return for items or services. * Use of coinage in a variety of settings in and out of school e.g. mini-enterprise, shopping, charity fundraising. * Explore prices in class and real life contexts. * Recognise shapes and colours of money. * Respond appropriately to key vocabulary and questions, e.g. ‘How many?’’ * Count reliably up to five pennies or pounds. * Show awareness of contrasting quantities * Recognise 1p coins unaided and match 1p, 2p, 5p, 10p, 20p and 50p coins. | **Explore/**  **Experiment:**  H4-7  **Real Life /Money/**  **Problem Solving** | * Show an awareness of the exchange process in real life situations. * Use their developing mathematical understanding of counting to solve simple problems encountered in play, games or other work. * Make a shopping list. * Read a shopping list. * Be familiar with the transaction of exchanging money for a product. * Know to wait in case change is given. * Be aware of the limited range of purchase choices for a given amount of money. Get students to relate to amount labels in shops. * Be able to keep money safe when out in the community. * Understand the idea of a charity donation. * Be able to experience a transaction from the seller’s point of view (e.g. through mini enterprise) | **Explore/**  **Experiment:**  H4-7  **Time** | * Understand day/night. * Relate familiar events to times of the day, days of the week and seasons of the year. * Identify significant or desirable activities on specific days of the week * Read an individual visual timetable. * Understand the order of the day and simple timetables,for example, to plan TV viewing or radio listening, to find the starting time of films, to know when the school bus should arrive and depart. * Understand the duration of an activity by using sand timers, stopwatches etc * Understand the difference of doing things fast/slow. * Talk about past events or future plans. * Name the 7 days of the week * Sequence the 7 days of the week. * Explore by commenting on environmental cues related to Time. * Start telling the time: O’clock using an analogue clock. * Learn, order, explore seasons.   Learn, order months of the year. |
| **Develop and Apply:**  H7 - NC  **Money** | * Understand the exchange process: money in return for items or services. * Use of coinage in a variety of settings in and out of school e.g. mini-enterprise, shopping, charity fundraising. * Recognise shapes and colours of money. * To sort coins into appropriate groups. * Students explore different pounds e.g.£1, £2, £5, £10 * Recognise or/and use £ and p notation for money * Recognise 1p, 2p, 5p, 10p, 20p and 50p coins * Explore how many p makes £1 * Using money up to lOp or £10   involving whole numbers. Compare the two. For example: 5p+5p=10p  £5+£5=£10   * Count coins reliably, depending on ability. * Explore physically and compare 1p/£1 to other simple amounts. 2p =1p+1p, £2=£1+£1   Read and write these amounts.   * Count on in 2p/£2 * Count on in 5p/£5 * Count on in 10p/£10 * Count on in 50p * Begin to add 2p together * Begin to add 5p together * Begin to add 10p together * Begin to add different small amounts e.g. 1p+2p=3p. Explore number bonds to 10. * Count on in 20p * Count on in 50p * Begin to add smaller amounts to 20p * Begin to add smaller amounts to 50p * Begin to add 20p together * Begin to add 50p together * Begin to add different £ together relate to number bonds to 10 * Add coins, depending on ability * Subtract coins, depending on ability. * Interpret + and — in practical * situations involving money. Use a calculator to check calculations. * Use their developing mathematical understanding of counting to solve simple problems encountered in play, games or other work. | **Develop and Apply:**  H7-NC  **Real Life /Money/**  **Problem Solving** | * Use their developing mathematical understanding of counting to solve simple problems encountered in play, games or other work. * Work out the value of a small set of coins. * Make a shopping list. * Read a shopping list. * Look up prices in a price list or menu. * Be familiar with the transaction of exchanging money for a product. * Know to wait in case change is given. * Be aware of the limited range of purchase choices for a given amount of money. Get students to relate to amount labels in shops. * Be able to keep money safe when out in the community. * Understand the idea of a charity donation. * Be able to experience a transaction from the seller’s point of view (e.g. through mini enterprise) | **Develop and Apply:**  H7-NC  **Time** | To know:   * The 7 days of the week * 12 Months of the year * What a fortnight is * How many weeks in a year * How many days in a year * What a decade, century & millennium is * How many seconds in a minute * How many minutes in an hour * How many hours in a day * How weeks in a year * How many days in a year * What an analogue clock is * Minute hand & Hour hand * O’clock * Half past * Quarter past & quarter to * Five minute intervals * Read the time from a 12 hour digital clock * Learn seasons * Learn how to read the date in words * Learn to read the date in numbers * Explore and learn what a 12 hour digital clock is about. * Read the time from a 12 hour digital clock * Explore and learn what a 24 hour digital clock is about. * Learn to read the time for a digital 24 hour clock.   **Main focus:**   * To begin to explore Timetables for buses and trains. In school and in a real life context. * Simple problem solving related to Timetables. |