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| **Year Group** | **HOLY CROSS CATHOLIC PRIMARY ACADEMY**  **MATHS RECOVERY CURRICULUM**  **Initial MINIMUIM objectives to be covered in September**  *(To be used alongside White Rose and DfE document Maths Guidance Key Stage 1 and 2)* |
| **1** | * **Begin to develop a sense of the number systems by verbally counting forwards to 20 and beyond.** * **Begin to experience partitioning and combining numbers within 10.** |
| **2** | * **Know that 10 ones are equivalent to 1 ten. Know that multiplies of 10 are made up from a number of tens, for example, 50 is 5 tens.** * **Count forwards and backwards to and from 40 (please refer to number facts sheet)** * **Making number bonds** |
| **3** | * **To recognise and describe patterns with more complex numbers, in particular 2,3,5,10 (Quick starter activity)** * **Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens.** * **Know how many tens there are in multiples of 10 up to 100.** * **Recognise the place value of each digit in two digit numbers, and compose and decompose two digit numbers using partitioning.** |
| **4** | * **Counting in 100s and 50s** * **To be able to count in 4s and 8s -Understand the place value in 3 digit numbers including composing and decomposing numbers using partitioning.** * **Know that 10 tens are equivalent to 100 and that 100 is 10 times the size of ten** |
| **5** | * **Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.** * **Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.** |
| **6** | * **Understand the relationship between powers of 10 from 1 hundredth to 1,000 in terms of grouping and exchange (for example, 1 is equal to 10 tenths) and in terms of scaling (for example, 1 is ten times the size of 1 tenth)** * **Recognise the place value of each digit in numbers with units from thousands to hundredths and compose and decompose these numbers using standard and nonstandard partitioning.** |