Futures Are Limitless

Falmouth Primary Academy

Intent

At Falmouth Primary Academy, our mathematics curriculum is designed to ensure that every child develops a deep, secure, and adaptable understanding of mathematical concepts. Rooted in the belief that *Futures Are Limitless*, we empower pupils to become confident, resilient mathematicians who can apply their knowledge with fluency and reasoning in a range of contexts.

We follow a small-steps approach to learning, breaking down concepts into manageable, sequential steps that build on prior knowledge. This ensures that all pupils, regardless of starting point, can access and master the curriculum. Regular assessment checkpoints are embedded throughout to identify gaps, inform teaching, and provide timely support or challenge.

Our curriculum promotes mathematical thinking, problem-solving, and a growth mindset. We aim to instil a belief in every child that they *can* succeed in maths and that their potential is not fixed.

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Implementation: Year 1

Autumn Term		
Block 1: Place Value (within 10)		
Declarative	Procedural	Conditional
• Count from 1 to 10, forwards and backwards, from any given number. ACP: Oral counting activities. • Read and write numbers from 1 to 10 in numerals and words. ACP: Make labels for collections of objects in numbers and words. • Identify one more or one less than a given number. ACP: Quick-fire questions on whiteboards.	• Identify and represent numbers using objects and pictorial representations including the number line. ACP: Use multi-link cubes to represent given numbers. Identity numbers from pictorial representations. • Use the language of: equal to, more than, less than, most, least. ACP: Give children pictorial representations of numbers and ask questions such as 'Which picture shows a number less than 5?'	• Reason about the location of numbers to 10 within the linear number system. ACP: Complete number tracks. Compare two numbers using < > and = ACP: Compare two groups of objects using symbols.
Block 2: Addition and Subtraction (within 10)		
Declarative	Procedural	Conditional
• Represent and use number bonds and related subtraction facts within 10. ACP: Quick-fire questions on whiteboards.	• Compose numbers to 10 from 2 parts and partition numbers to 10 into parts. ACP: Complete part-whole models (pictures and numbers). • Read, write and interpret mathematical statements involving addition, subtraction and equals sign. ACP: Which statement matches the picture? • Add and subtract one-digit numbers to 10, including zero. ACP: Children tell 'first, then, now' stories to match pictures and write mathematical statements.	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. • Solve missing number problems such as 7 = * - 2 ACP: Low stakes test - solve problems involving addition and subtraction (familiar contexts), including missing number questions. Note: Relate additive expressions and equations to real life contexts.
Block 3: Shape		
Declarative	Procedural	Conditional
• Recognise and name common 2-D shapes: rectangles (including squares), circles and triangles, in different orientations and sizes. ACP: Join names to pictures of 2-D shapes. • Recognise and name common 3-D shapes: cuboids (including cubes), pyramids and spheres, in different orientations and sizes. ACP: Join names to pictures of 3-D shapes.	• Know that rectangles, triangles, cuboids and pyramids are not always similar to each other. ACP: Sort common 2D and 3D shapes. For example: Put all the pyramids in a group.	

Spring Term		
Block 1: Place Value (within 20)		
Declarative	Procedural	Conditional
• Count from 1 to 20, forwards and backwards, starting from different numbers. ACP: Oral counting activities. • Read and write numbers from 1 to 20 in numerals and words. ACP: Match pictorial representations to numbers and words. • Identify one more or one less than a given number. ACP: Quick-fire quiz on whiteboards.	• Identify and represent numbers using objects and pictorial representations including the number line. ACP: Use multi-link cubes to represent given numbers. Identity numbers from pictorial representations. • Use the language of: equal to, more than, less than, most, least. ACP: Compare pictorial representations using the language of comparison.	• Reason about the location of numbers to 20 within the linear number system. ACP: Put given numbers on a partially completed number line from 1 to 20 and explain reasoning. • Compare two numbers using < > and = ACP: Compare pairs of numbers.
Block 2: Addition and Subtraction (within 20)		
Declarative	Procedural	Conditional
• Represent and use number bonds and related subtraction facts within 20. ACP: Quick-fire check on whiteboards.	• Compose numbers to 20 from 2 parts and partition numbers to 20 into parts. ACP: Complete the part-whole models. • Add and subtract one-digit and two-digit numbers to 20, including zero. ACP: Use tens frames or pictorial representations to complete number sentences. • Read, write and interpret mathematical statements involving addition, subtraction and equals sign. ACP: Use pictorial representations to write and solve mathematical statements.	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. • Solve missing number problems such as 11 = * - 5 ACP: Low stakes test - solve problems involving addition and subtraction (familiar contexts), including missing number questions. Note: Relate additive expressions and equations to real life contexts.
Block 3: Place Value (within 50)		
Declarative	Procedural	Conditional
• Count to 50, forwards and backwards from any given number. ACP: Oral counting activities. • Read and write numbers to 50 in numerals. ACP: Matching activity. • Identify one more or one less than a given number. ACP: Quick-fire quiz on whiteboards.	• Identify and represent numbers using objects and pictorial representations including the number line. ACP: Children use Base 10 and pictorial representations to represent given numbers. • Use the language of: equal to, more than, less than, most, least. ACP: Use a number line to answer questions involving the language of comparison.	• Reason about the location of numbers to 50 within the linear number system. ACP: Estimate on a partially completed number line to 50 where given numbers would go. Compare two numbers using < > and = ACP: Compare pairs of numbers.
Block 4: Measurement (Length and Height)		
Declarative	Procedural	Conditional
	• Measure and record lengths and heights. ACP: Practical activity - measure a variety of objects in cm.	• Compare, describe and solve practical problems for lengths and heights. ACP: Which line is the shortest? Which child is the tallest? etc

Block 5: Measurement (Mass and Volume)		
Declarative	Procedural	Conditional
	• Measure and record mass/weight, capacity/volume. ACP: Practical activity - measure mass and capacity using non-standard units.	• Compare, describe and solve practical problems for mass/weight, capacity/volume. ACP: Compare mass of objects using 'heavier' and 'lighter'. Which container has the greatest capacity?

Summer Term		
Block 1: Multiplication and Division		
Declarative	Procedural	Conditional
	• Recognise and use repeated addition. ACP: Use pictorial representations, including arrays, to add equal groups. • Use grouping and sharing to make equal groups. ACP: Use pictorial representations to make equal groups by grouping or sharing.	• Solve one-step problems involving multiplication and division using concrete objects, pictorial representations and arrays with support. ACP: Low stakes test.
Block 2: Fractions		
Declarative	Procedural	Conditional
• Recognise a half as one of two equal parts of an object, shape or quantity. ACP: Which shapes have a half shaded/Which shapes have been cut in half? • Recognise a quarter as one of four equal parts of an object, shape or quantity. ACP: Which shapes have a quarter shaded/Which shapes have been cut into quarters?	• Find and name a half as one of two equal parts of an object, shape or quantity. ACP: Colour half of a variety of shapes/find half of different quantities of cubes. • Find and name a quarter as one of four equal parts of an object, shape or quantity. ACP: Colour a quarter of a variety of shapes/find a quarter of different quantities of cubes.	
Block 3: Position and Direction		
Declarative	Procedural	Conditional
• Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside ACP: Complete sentences to describe the position of objects in pictures.	• Make whole, half, quarter and three-quarter turns in both directions. ACP: Practical activity to check understanding. Note: Connect turning clockwise with movements on a clock face.	
Block 4: Place Value (within 100)		
Declarative	Procedural	Conditional
• Read and write numbers to 100 in numerals. ACP: Match pictorial representations to the correct numbers. • Count to and across 100 forwards and backwards.	• Identify and represent numbers using objects and pictorial representations including the number line. ACP: Identify and represent numbers using Base 10. • Use the language of: equal to, more than, less than, most, least.	• Reason about the location of numbers to 100 within the linear number system. ACP: Estimate the location of given numbers on a number line • Compare numbers using < > and =

ACP: Oral counting activities, starting from a given number. • Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple. ACP: Fill in missing numbers on number tracks. • Recognise odd and even numbers. ACP: Quick-fire quiz on whiteboards.	ACP: Use stem sentences to discuss how numbers compare to each other.	ACP: Use inequality symbols to compare pairs of numbers.
Declarative	Procedural	Conditional
• Recognise and know the value of different denominations of coins. ACP: Circle the coin that matches each tens frame.		
Block 6: Time		
Declarative	Procedural	Conditional
• Recognise and use language relating to dates, including the days of the week, weeks, months and years. ACP: Oral activities to check understanding.	• Tell the time to the hour and half past the hour and draw hands on a clock face to show these times. ACP: What time do the clocks show? • Measure and record time. ACP: How long did it take you to do 10 star jumps?	• Sequence events in chronological order. ACP: Sequence daily activities in chronological order. • Compare, describe and solve practical problems for time. ACP: Order race times from quickest to slowest.

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Implementation: Year 2

Autumn Term

Block 1: Place Value (to 100)

Declarative	Procedural	Conditional
• Read and write numbers to at least 100 in numerals and in words. ACP: What 2-digit numbers can you make from 3, 5 and 4? Write these numbers in digits and words. • Identify numbers using different representations, including the number line. ACP: What numbers are shown by these different pictorial representations? • Recognise the place value of each digit in a two-digit number. ACP: Quick-fire quiz – what is the value of each of the red digits? • Count in steps of 10 from any number, forward and backward. ACP: Complete number tracks with missing numbers. • Count in steps of 2, 3 and 5 from 0. ACP: Oral counting activities/missing numbers on number tracks.	• Order and compare numbers from 0 up to 100; use < > and = signs. ACP: Order a set of numbers from smallest to largest/compare pairs of numbers. • Represent and estimate numbers using different representations, including the number line. ACP: Children represent numbers using different representations including bundles of ten and single straws, Base 10, coins and a number line. • Compose and decompose 2-digit numbers using standard and non-standard partitioning. ACP: Partition given numbers into tens and ones. Can you find any other ways to partition the numbers?	• Reason about the location of any 2-digit number in the linear number system, including identifying the previous and next multiple of 10. ACP: Place given numbers on a partially completed number line. • Use place value and number facts to solve problem. ACP: Low stakes test.

Block 2: Addition and Subtraction

Declarative	Procedural	Conditional
• Recall and use addition and subtraction to 20. ACP: Quick-fire questions on whiteboards. • Use recall of addition and subtraction facts to 20 to derive and use related facts up to 100. ACP: Use the fact that 10 – 8 = 2 to calculate 100 – 80 etc	• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. ACP: Low stakes test. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ACP: Use bar models to prove the commutativity of addition but not subtraction.	• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. • Apply their increasing knowledge of mental and written methods. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ACP: Low stakes test including all of the above.

Block 3: Shape

Declarative	Procedural	Conditional
• Identify 2-D and 3-D shapes. ACP: Match the 2-D and 3-D shapes to their name. • Describe the properties of 2-D shapes using precise language, including the number of sides and line symmetry in a vertical line.	• Compare and sort common 2-D and 3-D shapes and everyday objects. ACP: Children sort given shapes and explain their reasoning.	• Compare 2-D and 3-D shapes by reasoning about similarities and differences in properties. ACP: Use precise vocabulary to list the similarities and differences between two shapes. • Order and arrange combinations of mathematical objects in patterns and sequences.

ACP: Complete a table to describe the properties of 2-D shapes. • Describe the properties of 3-D shapes using precise language, including the number of edges, vertices and faces. ACP: Complete a table to describe the properties of 3-D shapes. • Identify 2-D shapes on the surface of 3-D shapes. ACP: Which 2D shapes do you need to make a cube? Cuboid? etc		ACP: What shape is missing from the sequence? What would the tenth shape be?

Spring Term		
Block 1: Money		
Declarative	Procedural	Conditional
• Recognise and use symbols for pounds (£) and pence (p). ACP: Record amounts shown pictorially (pounds and pence).	• Combine amounts of money to make a particular value. ACP: Make totals using certain coin values. • Find different combinations of coins that equal the same amounts of money. ACP: How many different ways can you find to make one total?	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. ACP: Low stakes test.
Block 2: Multiplication and Division		
Declarative	Procedural	Conditional
• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ACP: Ongoing during Rapid Recall/99 Club etc	• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. ACP: Write multiplication and division sentences represented by arrays and pictures.	• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. ACP: Low stakes test.
Block 3: Length and Height		
Declarative	Procedural	Conditional
	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers. ACP: Practical activity – estimate then measure the length of objects to the nearest cm or m (children choose appropriate units). • Compare and order lengths and record the results using >, < and =	

	ACP: Using pictorial representations, order 3 objects from smallest to largest/Use inequality symbols to compare pairs of objects.	
Block 4: Mass, Capacity and Temperature		
Declarative	Procedural	Conditional
	• Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. ACP: Practical activity – use appropriate units and apparatus to measure mass, capacity and temperature. • Compare and order mass and volume/capacity and record the results using >, < and = ACP: Use pictorial representations to compare the mass of objects/volume of objects.	

Summer Term		
Block 1: Fractions		
Declarative	Procedural	Conditional
• Recognise fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. ACP: Match fractions to pictorial representations. • Recognise the equivalence of 2/4 and 1/2. ACP: Use a bar model to show that ½ is equal to 2/4. • Count in fractions up to 10. ACP: Complete partially labelled number lines (include equivalence).	• Find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. ACP: Colour in fractions of shapes and find a fraction of a quantity. • Write simple fractions for example, 1/2 of 6 = 3 ACP: Find fractions of quantities and record as number sentences.	• Solve problems using shapes, objects and quantities. ACP: Low stakes test.
Block 2: Time		
Declarative	Procedural	Conditional
• Tell and write the time to five minutes, including quarter past/to the hour. ACP: Read the time on clock faces and record it in numerals and words. • Know the number of minutes in an hour and the number of hours in a day. ACP: Quick-fire quiz on whiteboards.	• Draw the hands on a clock face and write the time to five minutes, including quarter past/to the hour. ACP: Draw given times on blank clock faces. • Compare and sequence intervals of time. ACP: Sequence given times from shortest to longest.	
Block 3: Statistics		
Declarative	Procedural	Conditional
	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ACP: Complete a variety of charts using the information given.	• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

		ACP: Answer questions such as 'Which was the most/least popular? How many chose ...? • Ask and answer questions about totalling and comparing categorical data. ACP: Answer questions about different charts. What is the total number? How many more ...?
Block 4: Position and Direction		
Declarative	Procedural	Conditional
• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). ACP: Describe the position of pictures on a grid in relation to one another and describe how you would get from one to another.		• Order and arrange combinations of mathematical objects in patterns and sequences. ACP: Continue patterns and sequences of shapes, including those in different orientations.

Impact

The impact of our maths curriculum is evident in the confidence, competence, and curiosity our pupils demonstrate in their mathematical learning. Through small-step progression and responsive teaching, children develop secure foundations that enable them to tackle increasingly complex problems with independence and resilience.

Assessment checkpoints ensure that misconceptions are swiftly addressed and that learning is personalised to meet the needs of all learners. As a result, pupils make strong progress and are well-prepared for the next stage of their education.

Our pupils see themselves as mathematicians. They approach challenges with perseverance, articulate their reasoning clearly, and apply their skills across the curriculum and in real-life contexts. Most importantly, they leave Falmouth Primary Academy with the belief that their *futures are limitless*—and that mathematics is a key to unlocking those futures.