







## **Curriculum and Assessment Support Package**

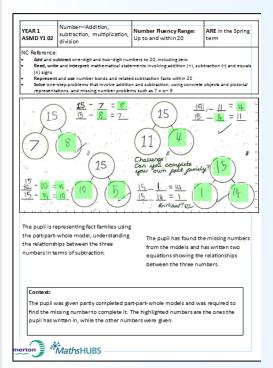
A package of materials to support the planning and assessment of mathematics from Years 1-6 has been developed over the past year in the Local Authority of Merton.

The package is designed to provide

teachers with:

Merton Curriculum and Assessment Support Package – Progression Map  Number – Number and place value  Mathematics							
Strand	EYFS - ELG	Year 1	Year 2	Year 5	Year 4	Year S	Year 5
Fig. Vines	Count Order One more/line less	Counting in 18 Counting in multiples of 2.5.10 Novinders to 300 One must larer less White numbers to 30 in words Representing numbers Representing numbers Representing numbers passen Repetition of the number system Reptition of the n	Gounting in steps of 2.1.5, 10 Numbers to at least 2, 2, 2, 2, 2, 2, 2, 2, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,	Counting in multiples of 4,5,90,200 Congue and order numbers to 1900 1900 more fies Place adds of these digits Represent numbers Extremel numbers Extremel numbers Positions involving the above Positions and and representations.	Counting in multiples of 6.73.25.2000 Continues and order numbers between \$1000 more former and order numbers between \$1000 more former digits. Remark numbers to \$000 Represent numbers Solvines visibles in Solvines for the Solv	Counting in process of 10 Compare and order numbers to univers 100000 Pour naives to 100000 Rounding to 100000 Rounding Rounding to 1000 Rounding the stock numbers reported to 100000 Process numbers are numbers and the stock to the numbers reported to the stock to the number number reported to the number	Congare and order numbers in it least 10,000,200 at least 10,000,200 Place value up to 10,000,000 Republing Regulation summers – calculating Problems Involving the above
Counting	Cause reliably with numbers from 1 to 30	Count to and arross 200, forward and backmards, beginning with 2 or 1, or from any given number	Court in steps of 2.3, and 3 from 2, and in tens from any number, forward or behind \$25,13.65 MPU 12.65			Court forwards or bachwards in steps of powers of 50 for any given number up to 1000-000	
		Court in multiples of twos. fives and tens	Court in multiplies of 2 to august lotter understanding of a shirt	Countrion 0 in multiples of 4, 6, 50 and 100	Count in multiples of 6, 7, 8, 25 and 1000 MPC N 52		
		Fractice counting (3.2.3.), undering (from second, strict.) for the indicate a quantity (2 applie, 2 april 2).					
Read, write, order and company numbers	Order numbers from 1 to 20	Count, read and write numbers to 200 in numerals INFO YOURS	Read and write numbers to at least 100 in numerals and in words \$2,12.01	Read and write numbers to 1000 in numerals and in words		Read, and write numbers to at least 1 000 000	Read, and write numbers to at least 10 000 000
	Say which number is one more or one less than a given number	Over a number, identify one more and one less to the l		Fed 10 or 100 more or less than a given number	Red 1000 more or less than a given number		
		Read and write numbers from 1 to 20 in numerals and words	Compare and order numbers from 0 up to 100 users, is and it signs 6Px 12 01, 6Px 12 04	Congare and order numbers up to 1000	Order and compare numbers beyond 1000 NEX.19.63	Order and congress numbers to unlease 1 000 000	Order and compare numbers to at least 10 000 000
						Recipitor and describe freat number sequences (e.g. 1.3 % 4 d. 3) including these musicing fractions and decimals and find the term to term rule (e.g. and 3).	

- Progression maps for each strand of the National Curriculum from Year 1 to 6 that track skills forward and back across the primary phase to support planning and differentiation
- 2. Annotated examples of work exemplifying age-related expectations and greater depth for a wide range of statements from the National Curriculum from Year 1 to 6 to support assessment



## Select from a choice of 3 half day sessions:

✓ 20<sup>th</sup> September 2017 09.00 to 12.00

✓ 29<sup>th</sup> September 2017 09.00 to 12.00

✓ 29<sup>th</sup> September 2017 13.00 to 16.00

Teachers attending the half day training will study the materials available and consider how they can be used to formatively assess their pupils and plan lessons effectively.

## Venue:

The Chaucer Centre, Canterbury Road, Morden SM4 6PX