

## Entry Level 1,2,3 Maths Scheme of Work

At Helm Academy, our maths curriculum is designed to empower learners with the practical skills and confidence they need to succeed both in and beyond the classroom. We recognise that mathematics is not only a core academic subject but also a vital life skill that underpins independence, problem-solving and future employability. Our structured approach ensures learning builds progressively through clear, manageable steps while adaptations and targeted support allow every learner to experience success. Through engaging, real-world applications of maths, we aim to foster curiosity, resilience and a sense of achievement that supports lifelong learning.

**Intent:** To develop learners' confidence, fluency, and problem-solving skills through practical, real-life maths aligned with the Hamilton Brookes small-step sequence.

**Implementation:** Delivered over three 12-week terms, using Hamilton Brookes as a base and adapting resources to individual needs. Functional skills are evidenced at least three times to confirm understanding, whilst working towards Entry Level Qualifications

**Impact:** Learners gain essential numeracy skills for everyday life and future opportunities, demonstrating increased confidence and independence in applying mathematical knowledge.

### Autumn Term

Wk	White Rose Unit / Small Step	Functional Skills Entry Level 1,2,3 Objective	Suggested Real-life Context / Application	Suggested Activities & Resources <a href="#">Links to Hamilton Brookes</a> <a href="#">Links to BBC Skill Wise</a> <a href="#">Links to White Rose (Year 7 Support)</a>
1	Number (Place Value)	<b>1.1</b> Read, write, order and compare numbers up to 20	Counting classroom items, days of school, or snacks	<a href="#">Year 1: Place Value</a> Use cubes, counters, or number cards
		<b>2.1</b> Count reliably up to 100 items <b>2.2</b> Read, write, order and compare numbers up to 200		<a href="#">Year 2: Count to 100</a> Stock takes (Check store cupboard for maths equipment – place orders for more)
		<b>3.1</b> Count, read, write, order and compare numbers up to 1000		<a href="#">Year 4: Place Value</a> <a href="#">How to use place value and digits - BBC Teach</a>
2	Number	<b>1.2</b> Use whole numbers to to count up to 20 items,	Comparing classroom	<a href="#">Year 1: Count to 20</a>

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	(Place Value)	including zero	supplies or snack portions	Practical comparison games
		2.3 Recognise and sequence odd and even numbers up to 100		<a href="#">Place Value   Hamilton Brookes</a>
		3.6 Recognise and continue linear sequences of numbers up to 100		Number lines, Find the missing number activities
3	Number (Addition, Subtraction, Multiplication and Division)	1.4 Recognise and interpret the symbols +,- and = appropriately.	Missing symbol activity	<a href="#">Year 1: Addition and Subtraction</a> Treasure hunts to find correct symbol Symbol cards
		2.4 Recognise and interpret the symbols +x/ and = appropriately		<a href="#">Year 2: Addition and Subtraction</a> <a href="#">Year 2: Multiplication and Division</a>
		3.2 Add and subtract using three-digit whole numbers		<a href="#">Year 4: Addition and Subtraction</a>
4	Number (Addition, Subtraction, Multiplication and Division)	1.3 Add numbers which total up to 20 and subtract numbers from numbers.	Adding items in a snack shop or points in a game	<a href="#">Year 1: Addition and Subtraction (B)</a> Counting games, coins, number lines
		2.5 Add and subtract two digit numbers		<a href="#">Year 2: Addition &amp; Subtraction (B)</a>
		3.2 Add and subtract using three-digit whole numbers (repeat but use multi step word problems)		<a href="#">Year 4: Addition and Subtraction</a>
5	Number (Addition, Subtraction)	1.2 Use whole numbers to to count up to 20 items, including zero 1.3 Add numbers which total up to 20 and subtract numbers from numbers.	E1. Consolidate addition and subtraction Times tables grids	<a href="#">Year 1: Addition and Subtraction</a> <a href="#">Year 1: Addition and Subtraction (B)</a> Simple budgeting and shopping activities



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8	Measure ment	<b>1.6</b> Read 12- hour digital and analogue clocks in hours <b>1.7</b> Know the number of days in a week, months and seasons in a year (be able to name and sequence)	Use teaching clocks, ordering the parts of a day (i.e. breakfast, lunch etc)	<a href="#">Year 1: Time</a> Making own timetables Ordering daily activities
		<b>2.7</b> Know the number of hours in a day and weeks in a year; be able to name and sequence <b>2.13</b> Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours and understand hours from a 24 hour clock		<a href="#">Year 2: Time</a> Ordering days of the week Making a calendar Ordering school timetable Making personal timetable
		<b>3.13</b> Read time from analogue and 24-hour digital clocks in hours and minutes <b>3.12</b> Read, measure and record time using am and pm		<a href="#">Year 4: Measures (Time)</a> <a href="#">Entry 3: Time</a>
9	Measure ment	<b>1.8</b> Describe and make comparisons in words between measures of items including size, length, width, length, weight and capacity.	Pouring water between cups or containers Measuring people Ordering people in height order Shopping	Sand and water play Cooking / Baking <a href="#">Year 1: Measures</a>
		<b>2.12</b> Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p) <b>2.14</b> Use metric measures of length, including millimetres, centimetres, metres and kilometres <b>2.15</b> Use measures of weight, including grams and kilograms <b>2.16</b> Use measures of capacity, including millilitres and litres		<a href="#">Year 2: Money</a> <a href="#">Year 2: Measures (A)</a> Shopping Measuring rooms (designing new areas) Ordering people into height order (ascending and descending) Cooking / Baking
		<b>3.15</b> Compare metric measures of length, including millimetres, centimetres, metres and kilometres <b>3.16</b> Compare measures of weight, including grams and kilograms <b>3.17</b> Compare measures of capacity, including millilitres		<a href="#">Year 3/4: Measures</a> Measure outside areas Cooking / Baking

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		and litres		
11	Measure ment	<b>1.8</b> Describe and make comparisons in words between measures of items including size, length, width, length, weight and capacity. (repeat)	Thermometers – temperature readings (inside and outside)	<a href="#">Year 1/2: Measures and Data</a> Weather reading project Rainfall (link to previous week measurement)
		<b>2.17</b> Read and compare positive temperatures <b>2.18</b> Read and use simple scales to the nearest labelled division		<a href="#">Year 2: Measures</a> Compare countries for hottest / coldest areas – Make holiday brochures for ideal holiday destinations
		<b>3.14</b> Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division		<a href="#">Year 3/4: Measures (Weight and Data)</a> Measuring outside spaces Cooking / baking
11 - 12	Practical Task	Practical task which incorporates all the functional skills covered this term	School set practical task to reinforce learning	<a href="#">Entry 1: Measure test</a> <a href="#">Entry 2: Measure Test</a> <a href="#">Entry 3 Measuring Activity</a>

### Spring Term

Wk	White Rose Unit / Small Step	Functional Skills Entry Level 1,2,3 Objective	Real-life Context / Application	Suggested Activities & Resources
1 -4	Number	<b>1.1</b> Read, write, order and compare numbers up to 20 <b>1.2</b> Use whole numbers to count up to 20 items, including zero <b>1.3</b> Add numbers which total up to 20, and subtract numbers from numbers up to 20 <b>1.4</b> Recognise and interpret the symbols +, – and =	Counting classroom supplies Stock check Adding items on shopping lists Times tables grids	<a href="#">Year 1: Place Value</a> Use cubes, counters, tally charts Create multiplication instructions for other students Create division instructions for other students

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		<p>appropriately</p> <p><b>2.1</b> Count reliably up to 100 items</p> <p><b>2.2</b> Read, write, order and compare numbers up to 200</p> <p><b>2.3</b> Recognise and sequence odd and even numbers up to 100</p> <p><b>2.4</b> Recognise and interpret the symbols +, −, ×, ÷ and = appropriately</p> <p><b>2.5</b> Add and subtract two-digit numbers</p> <p><b>2.6</b> Multiply whole numbers in the range <math>0 \times 0</math> to <math>12 \times 12</math> (times tables)</p> <p><b>2.8</b> Divide two-digit whole numbers by single-digit whole numbers and express remainders</p> <p><b>2.9</b> Approximate by rounding to the nearest 10, and use this rounded answer to check results</p> <p><b>3.1</b> Count, read, write, order and compare numbers up to 1000</p> <p><b>3.2</b> Add and subtract using three-digit whole numbers</p> <p><b>3.3</b> Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders</p> <p><b>3.4</b> Multiply two-digit whole numbers by single- and double-digit whole number</p> <p><b>3.5</b> Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results</p> <p><b>3.6</b> Recognise and continue linear sequences of numbers up to 100</p>	<p>Create 100 squares</p> <p>Dividing school resources equally</p>	<p><a href="#">Year 2: Count to 100</a></p> <p>Number lines / Missing number squares</p> <p>Give written / oral / video instructions on how to use operations correctly</p> <p><a href="#">Entry 3: Multiplication</a></p> <p><a href="#">Entry 3: Addition</a></p> <p><a href="#">Entry 3: Subtraction</a></p> <p><a href="#">Entry 3: Division</a></p> <p>Using the operations in real life contexts (shopping, budgeting, socialising)</p>
5	Number (Decimals)	<b>1.5</b> Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20	<p>Organise coins in order</p> <p>Use a decimal point</p>	<p>Use correct coins at a shop.</p> <p>Work out correct change before going to the counter.</p>

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6	Number (Decimals)		correctly Identify what costs students will incur as they enter adult hood	Budgeting activity
		2.11 Read, write and use decimals to one decimal place 2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)		<a href="#">Entry 2: Decimals</a> <a href="#">Entry 2: Decimals in life</a> Shopping
		3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence 3.11 Round amounts of money to the nearest £1 or 10p		<a href="#">Entry 3: Decimals</a> <a href="#">Entry 3: Decimals continued</a>
		2.11 Read, write and use decimals to one decimal place 2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)	Use a decimal point correctly Identify what costs students will incur as they enter adult hood	Shopping lists Finding best price of goods Personal budgeting
		3.8 Read, write and use decimals up to two decimal places 3.9 Recognise and continue sequences that involve decimals		
		Entry 1 – Consolidate number work		
7	Number (Fractions, Decimals and Percentages)	2.10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes	Sharing resources equally	Food preparation <a href="#">Fractions</a>
		3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms		<a href="#">Fractions</a> <a href="#">Year 4/5: Fractions</a>
8	Measurement (Area, Perimeter and volume)	1.10 Use everyday positional vocabulary to describe position and direction, including left, right, in front, behind, under and above	Link with PE for orienteering. Recognising directions from a compass	<a href="#">Entry 1: Positional language</a> <a href="#">Early Positional Language</a>
		2.21 Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards		

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9	Measurement (Area, Perimeter and volume)	3.20 Use appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns	Measure play area Measure classroom and communal areas.	<a href="#">Entry 3: Maps</a>
		1.8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity		<a href="#">Year 2/3: Length</a>
		2.14 Use metric measures of length, including millimetres, centimetres, metres and kilometres		<a href="#">Year 2/3: Area and Perimeter</a>
		3.18 Use a suitable instrument to measure mass and length		Create instructions with diagrams on how to use a trundle wheel. Use examples of measurements in the instructions
10	Statistics	1.11 Read numerical information from lists	How busy are our roads? What do the staff prefer for food? Who has pets?	<a href="#">Year 1/2: Data</a>
		1.12 Sort and classify objects using a single criterion		Create our own tally charts based on pupils interests
		1.13 Read and draw simple charts and diagrams, including a tally chart, block diagram/graph		<a href="#">Year 3/4: Line Graphs and Bar Charts</a>
		2.22 Extract information from lists, tables, diagrams and bar charts		<a href="#">Entry 3: Collecting Data</a> <a href="#">Entry 3: Lists and Tables</a> <a href="#">Entry 3: Graphs and Charts</a> <a href="#">Year 4/5: Time and Data interpretation</a>
		2.23 Make numerical comparisons from bar charts		
		2.24 Sort and classify objects using two criteria		
		2.25 Take information from one format and represent the information in another format, including use of bar charts		
		3.21 Extract information from lists, tables, diagrams and charts and create frequency tables		
		3.22 Interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs		
		3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts		



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11 - 12	Practical Task	Practical task which incorporates all the functional skills covered this term		<p>School survey: Create a school survey to find out which plants pupils would like to grow in the school grounds. Accurate measurements of the space available must be taken by the pupils A tally chart for quick data Produce a bar chart showing the data Be able to get useful information from the bar chart.</p>

### Summer Term

Week	White Rose Unit / Small Step	Functional Skills Entry Level 1,2,3 Objective	Real-life Context / Application	Suggested Activities & Resources
1 - 3	Geometry (Shape)	<b>1.9</b> Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle	Identify shapes in the school building	<a href="#">Nets - Make shapes (discuss properties)</a> Use shape sorters Discuss sides and faces <a href="#">Year 2: 2D Shapes</a>
		<b>2.19</b> Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres <b>2.20</b> Describe the properties of common 2-D and 3-D shapes, including numbers of sides, corners, edges, faces, angles and base	Identify shapes in the local community	<a href="#">Nets - Make shapes (discuss properties)</a> <a href="#">Year 3/4: Shape</a>
		<b>3.19</b> Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles	Sorting building materials for different projects i.e	<a href="#">Nets - Make shapes (discuss properties)</a> <a href="#">Entry 3: 2D Shapes</a> <a href="#">Year 4/5: Shape, Angles</a>

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			rectangle bricks and round windows  Symmetry artwork	
4	Geometry (Position and Direction)	<b>1.10</b> Use everyday positional vocabulary to describe position and direction, including left, right, in front, behind, under and above <b>2.21</b> Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards <b>3.20</b> Use appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns	Compass PE link Orienteering	Treasure Hunts Map reading Map drawing
5	Practical Projects and Consolidation	Mock Exams for functional skills	Practice exam technique Consolidate and revise	<a href="#">Entry level past papers</a>
6 - 12	Revision activities Examination Skills	Revision	Practice exam technique Consolidate and revise	<a href="#">Entry Level Past Papers</a>