

# Maths curriculum overview- EYFS



|                  | Autumn 1   | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
|------------------|--|----------|---|----------|---|----------|
| <b>Nursery</b>   | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Begin to make comparisons between objects relating to size, length, weight and capacity.</li> <li>Begin to combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>Begin to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul> |          | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Describe a familiar route.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Begin to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul>  |          | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," –with no pointing.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>Talk about and identify the patterns around them.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>  |          |
| <b>Reception</b> | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 20</li> <li>Count objects, actions and sounds</li> <li>Subitise 5 objects (quick recall without counting)</li> <li>Link the number symbol (numeral) with its cardinal number value to 10</li> <li>Compare quantities up to 5 ... <i>more than, less than, fewer, who has one more / less</i></li> <li>Understand 'one more/less than' to 5 and begin to understand this to 10</li> <li>Explore the composition of numbers to 6</li> <li>Begin to explore number bonds to 6</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Continue, copy and create repeating patterns</li> <li>Begin to compare length, weight and capacity</li> </ul>   |          | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 20</li> <li>Count objects, actions and sounds</li> <li>Estimate number of objects up to 10 then check by counting</li> <li>Subitise 5 objects (quick recall without counting)</li> <li>Link the number symbol (numeral) with its cardinal number value to 10</li> <li>Compare quantities up to 10</li> <li>Understand 'one more/less than' to 10</li> <li>Begin to explore the composition of numbers to 10</li> <li>Begin to recall number bonds to 10 orally</li> <li>Begin to share, double and half up to 10 objects</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Begin to compose and decompose shapes within practical activities</li> <li>Continue, copy and create repeating patterns</li> <li>Compare length, height, weight and capacity</li> <li>Begin to order and sequence familiar events</li> </ul> |          | <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 6</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts to double 10.</li> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Count in 10s to 100, 2s to 20, 5s to 100.</li> <li>Estimate with numbers up to 20.</li> <li>Compare quantities up to 10 and beyond, in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Begin to record addition and subtraction calculations using the appropriate symbols.</li> <li>Begin to find a missing number with numbers to 10.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Continue, copy and create more complex repeating patterns</li> <li>Compare length, height, weight and capacity</li> <li>Measure and compare short periods of time</li> </ul> |          |

# Maths curriculum overview- KS1 & KS2



|               |   |  |  |  |   |  |
|---------------|---|--|--|--|---|--|
| <b>Year 1</b> | Number and place value, measure, shape, multiplication and division fractions, shape and problem solving  | Number and place value, measure, shape, multiplication and division fractions, shape and problem solving | Number and place value, measure, shape, multiplication and division fractions, shape and problem solving   | Number and place value, measure, shape, multiplication and division fractions, shape and problem solving | Number and place value, measure, shape, multiplication and division fractions, shape and problem solving  | Number and place value, measure, shape, multiplication and division fractions, shape and problem solving |
| <b>Year 2</b> | Place value, addition and subtraction.  | Addition and subtraction of 2,2 digit numbers  | Multiplication and division  | Fractions, 2 and 3d shape  | SATs Revision   | Consolidation of calculation strategies and applying to problems   |
| <b>Year 3</b> | Mental addition and subtraction, Problem solving and reasoning, Number and place value, Mental multiplication and division, Measurement , Geometry: properties of shapes, Statistics , Fractions, Money                       |  | Mental addition and subtraction, Problem solving and reasoning, Number and place value, Mental multiplication and division, Measurement , Geometry: properties of shapes, Statistics , Fractions, Written addition and subtraction, Written multiplication and division, Money |  | Mental addition and subtraction, Problem solving and reasoning, Number and place value, Mental multiplication and division, Measurement, Geometry: properties of shapes, Statistics , Fractions, Written addition and subtraction, Written multiplication and division, Money, Decimals, percentages and their equivalence to fractions |  |
| <b>Year 4</b> | Mental addition & subtraction, Written addition and Frog subtraction, Shape, Mental multiplication and division , Number, place value and money, Written addition or subtraction, Measures/Data, Time, bar charts, pictograms |  | Place value, fractions and decimals, Addition, subtraction and money, Addition and subtraction, Measurement and data, Fractions and decimals, Place value, decimals and negative numbers, Time, timetables and co-ordinates  |  | Place value, Addition and subtraction, Area, perimeter and co-ordinates, Fractions, decimals and length, Multiplication and division, Shape, symmetry and angles, Time and graphs, Fractions, decimals and division   |  |
| <b>Year 5</b> | Place Value, addition, subtraction, missing numbers, time,  | 2D shape, negative numbers, multiplication division with fraction remainders                             | Multiplication of decimals, angles, written methods  | Statistics, coordinates, basic ratio, factors and prime  | Percentages of numbers, adding and subtracting fractions,   | Line graphs, fractions, percentages  |
| <b>Year 6</b> | Place value, addition, subtraction, fractions   | Measures, multiplication, division, angles, 3D shape   | Written methods, decimals, percentages fractions, statistics   | Perimeter, area, volume, positioning and movement of shape   | SATs Revision   | Problem solving  |