



MATHS CURRICULUM OVERVIEW

YEAR NURSERY

	22-36	30-50
Numbers	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p>	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but also anything can be counted, including steps, claps or jumps.</p>
Shape, space and measure	<p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p>



MATHS CURRICULUM OVERVIEW

YEAR RECEPTION

	40-60	ELG
Numbers	<p>Recognises some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
Shape, space and measure	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>



MATHS CURRICULUM OVERVIEW

YEAR 1

	Autumn	Spring	Summer
Number and Place Value	1LS2: Numbers to Ten – Finding Patterns in Numbers (including subitising) 1LS3: Numbers to Ten – Counting and Comparison (more, less, fewer) 1LS4: Numbers to Ten – Estimating and Ordering 1LS8: Numbers to Ten – Comparison 1LS9: Numbers to Ten – Equality and Balance 1LS10: Numbers to Twenty – Making 10 and Some More 1LS11: Numbers to 20 – Estimating and Ordering, 1 More and 1 Less 1LS13: Numbers to Twenty – Odd and Even Numbers	1LS22: Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics	1LS35: Numbers to 20 - Review 1LS36: Numbers to One Hundred – Place Value and Digits, Making Tens and Some More 1LS37: Place Value – Estimation, Ordering and Comparison
Addition and Subtraction	1LS5: Numbers to Ten – Regrouping the Whole 1LS6: Numbers to Ten – Part Whole Addition and Subtraction 1LS7: Numbers to Ten – Solving Problems Using Part or Whole Unknown	1LS17: Numbers to Twenty – Adding using ‘Think 10’ 1LS18: Numbers to Twenty – Subtraction using ‘Think 10’ 1LS19: Numbers to Twenty – Equality and Balance 1LS20: Numbers to Twenty – Part or Whole Unknown 1LS21: Numbers to Twenty – Language and Problem Solving (part or whole unknown)	
Multiplication And Division	1LS12: Numbers to Twenty – Doubling and Halving	1LS24: Counting in 2s, 5s 10s	1LS26: Multiplication and Division – Equal or Unequal Groups and Remainders 1LS27: Multiplication – Repeated Addition and Arrays (number of groups and size of group) 1LS28: Multiplication – Problem Solving (identifying the number of groups and size of the group) 1LS29: Multiplication – Scaling and Counting in 2s to 24 1LS30: Division – Sharing and Grouping Problems
Fractions, Decimals and Percentages	1LS32: Fractions – Sharing Into Equal Groups 1LS33: Fractions – Equal or Unequal Parts of Shapes 1LS34: Fractions – Of Continuous Quantities Including Capacity		
Geometry	1LS1: Geometry – Positional Language Including Ordinal Numbers 1LS14: Geometry – Names and Properties of 2-D and 3-D Shape		
Measure	1LS15: Measures – The Language of Comparing Length, Height, Mass and Speed 1LS16: Sequencing Events – Days of the Week and Months of the Year 1LS23: Measures – Coins and Combinations to 20p, Ordering and Comparing 1LS25: Measures – Non-standard Measures and Introducing Simple Standard Measures 1LS31: Time – Telling the Time, O’clock and Half Past		



MATHS CURRICULUM OVERVIEW

YEAR 2

	Autumn	Spring	Summer
Number and place value	2LS1: Securing Fluency to Twenty 2LS2: Place Value – Making Tens and Some More 2LS3: Place Value and Regrouping Two-Digit Numbers 2LS5: Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures 2LS6: Estimation and Magnitude 2LS12: Comparison (difference, more, less, fewer)		2LS41: Place Value and Written Calculation Review
Addition and subtraction	2LS4: Counting On and Back in Ones and Tens from any Number 2LS7: Numbers to 20 – Mental Addition and Subtraction 2LS8: Finding Complements of 10 and 100 Including Measures 2LS9: Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers 2LS10: Finding Part or Whole Unknown	2LS15: Written Addition Method 2LS16: Commutativity in Addition but not in Subtraction 2LS17: Written Subtraction Method 2LS18: Problem Solving with Addition and Subtraction in a Range of Contexts	2LS34: Problem Solving for all Operations (including Fractions) 2LS38: Mental Calculation Review
Multiplication and division		2LS21: Double and Halve One and Two-digit Numbers and Amounts of Money 2LS22: Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s) 2LS23: Multiplication – Multiples and Repeated Addition 2LS24: Multiplication – Number of Groups, Group Size and Product 2LS25: Multiplication Problem Solving 2LS26: Division – Sharing and Grouping 2LS27: Division – Sharing and Grouping Problems including Remainders	2LS34: Problem Solving for all Operations (including Fractions) 2LS35: Multiplication and Division – Equality and Balance 2LS38: Mental Calculation Review
Fractions, Decimals and Percentages	2LS28: Fractions – Finding Halves, Quarters and Thirds of Amounts 2LS29: Fractions – Finding Halves, Quarters and Thirds of Shapes 2LS30: Fractions – Finding Three-Quarters of Shapes and Amounts 2LS31: Fractions – Equivalence 2LS32: Fractions – of Continuous Quantities		
Geometry	2LS36: Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting 2LS37: Geometry – Symmetry 2LS39: Geometry – Sequencing 2LS40: Geometry – Rotation and Right Angles		
Measure	2LS11: Money – Making Combinations and Finding Change 2LS13: Measures – Estimation and Measure Using Different Scales 2LS19: Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To 2LS20: Time – Estimating, Ordering and Comparing Time 2LS33: Time – Telling the Time to the Nearest 5 Minutes		
Statistics	2LS14: Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts		



MATHS CURRICULUM OVERVIEW

YEAR 3

	Autumn	Spring	Summer
Number and place value	3LS1: Place Value and Regrouping 3LS2: Counting On and Back in Ones, Tens and Hundreds 3LS3: Estimation, Magnitude and Rounding		3LS35: Place Value and Decimals – Ten Times Greater and Ten Times Smaller 3LS36: Place Value and Decimals – Regrouping 3LS37: Place Value and Decimals – Estimation, Comparing and Rounding
Addition and subtraction	3LS5: Mental Fluency – Addition 3LS6: Mental Fluency – Subtraction 3LS7: Fact Families and Applying the Inverse 3LS8: Written Addition 3LS9: Written Subtraction 3LS10: Problem Solving – Worded Problems		3LS34: Securing the Four Operations with Whole Number including Problem Solving
Multiplication and division		3LS16: Multiplication – 3, 4 and 8 Times Tables including Counting 3LS17: Division – 1, 2, 3, 5, 4 and 8 Times Tables 3LS18: Multiplication – Strategy, Associative and Distributive Laws 3LS20: Multiplication and Division Worded Problems 3LS25: Multiplication – Multiplying Multiples of Ten 3LS26: Multiplication – Formal Written Multiplication	3LS27: Division Problem Solving – Sharing and Grouping 3LS28: Division – Two and Three-Digit Numbers by One-Digit Numbers including Halving 3LS29: Multiplication, Division and Fractions – Scaling and Correspondence Problems 3LS30: Division – Long Division 3LS34: Securing the Four Operations with Whole Number including Problem Solving
Fractions, Decimals and Percentages	3LS21: Fractions – Finding Fractions of Discrete and Continuous Quantities 3LS22: Ordering and Comparing Fractions 3LS23: Adding and Subtracting Fractions with the Same Denominators 3LS24: Fractions – Problem Solving with Unit and Non-Unit Fractions		
Geometry	3LS12: Angles, Right Angles and Estimation 3LS13: Perpendicular and Parallel Lines, Vertical and Horizontal Lines 3LS14: 2-D Shape – Properties and Drawing 3LS15: Perimeter Including Problem Solving Using Written and Mental Methods 3LS39: 3-D Shape – Building and Identifying Properties		
Measure	3LS4: Measures – Comparison, Estimation and Magnitude 3LS31: Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years 3LS32: Time – Telling the Time (Analogue and Digital) and Estimation 3LS33: Time – Duration 3LS38: Measures – Measuring and Problem Solving		
Statistics	3LS11: Statistics – Interpreting Bar Charts and Tables 3LS19: Statistics – Pictograms and Scaled Bar Charts		



MATHS CURRICULUM OVERVIEW

YEAR 4

	Autumn	Spring	Summer
Number and place value	4LS1: Place Value – Order and Compare Numbers Beyond 1000 4LS2: Rounding, Estimation and Magnitude	4LS16: Decimal Numbers 4LS19: Problem Solving involving Decimals to Two Decimal Places	4LS28 Roman Numerals to 100 and Zero 4LS29 Negative Numbers – Counting through Zero and Calculating in Context
Addition and subtraction	4LS3: Securing Addition and Subtraction Mental Fluency 4LS4: Securing Formal Written Addition and Subtraction Fluency	4LS17: Calculating With Decimals	4LS37: Application and Problem Solving – Developing Operation Sense
Multiplication and division	4LS5: Counting in Multiples of 6, 7, 9, 25 and 1000 4LS6: Multiplication and Division Facts (Times Tables) 4LS7: Factor Pairs, Integer Scaling and Correspondence Problems 4LS9: Multiply and Divide a One or Two-digit Number by 10 and 100	4LS24: Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout 4LS25: Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout	4LS34: Multiplication and Division Review 4LS37: Application and Problem Solving – Developing Operation Sense
Fractions, Decimals and Percentages	4LS20: Add and Subtract Fractions with the Same Denominator 4LS21: Finding Fractions of Quantities 4LS22: Fractions in the Context of Measure 4LS23: Equivalent Fractions, Ordering and Comparing 4LS36: Fractions Review		
Geometry	4LS14: Properties of Shape 4LS15: Symmetry 4LS30 Geometry – Angles 4LS31 Geometry – Properties of Triangles 4LS32 Geometry – Coordinates in the First Quadrant and Translations 4LS33 Geometry – Position and Direction, incorporating Angles and Plotting Points of a Shape		
Measure	4LS8: Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws 4LS10: Measure – Conversion of Units 4LS11: Measures – Compare, Estimate and Calculate 4LS13: Perimeter 4LS18: Measure – Money 4LS26: Time – Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour Clocks 4LS35: Area		
Statistics	4LS12: Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division 4LS27: Statistics – Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures		



MATHS CURRICULUM OVERVIEW

YEAR 5

	Autumn	Spring	Summer
Number and place value	5LS1: Place value and rounding of large numbers 5LS2: Interpret negative numbers 5LS3: Place value of numbers up to 3 decimal places 5LS40: Roman numerals		
Addition and subtraction	5LS9: Add and subtract using a range of strategies 5LS10: Add and subtract using formal written methods	5LS16: Problem solving – all four operations	
Multiplication and division	5LS4: Multiply and divide by 10, 100 and 1,000 5LS5: Properties of number – multiples, factors and common factors 5LS6: Prime and composite numbers 5LS7: Multiply and divide mentally 5LS8: Solve problems involving knowledge of key facts 5LS11: Formal written method for multiplication 5LS12: Formal written method for short division	5LS16: Problem solving – all four operations 5LS35: Solve problems involving the four operations	5LS29: Formal methods for division and multiplication in increasingly complex problems 5LS30: Strategies for multiplication and division 5LS35: Solve problems involving the four operations
Fractions, Decimals and Percentages	5LS13: Equivalent fractions 5LS14: Compare and order fractions 5LS15: Adding and subtracting fractions 5LS17: Multiply fractions by whole numbers 5LS18: Fraction problem solving 5LS22: Percentages 5LS23: Problem solving – percentages 5LS31: Solving problems involving scaling by simple fractions and rates 5LS33: Fractions, decimals and percentages problem solving		
Geometry	5LS24: 3D shapes from 2D representations 5LS25: Reflection and translation 5LS27: Estimate, compare, measure and draw angles 5LS28: Identify unknown angles 5LS36: Distinguish between regular and irregular polygons 5LS37: Use properties of rectangles		
Measure	5LS19: Measure – converting units of measure 5LS20: Area 5LS21: Volume and capacity 5LS32: Conversion of imperial and metric units of measure 5LS34: Reading timetables and calculating with time 5LS26: Perimeter		
Statistics	5LS38: Statistics – solve comparison, sum and difference problems using information in a line graph 5LS39: Statistics – interpreting and evaluating information presented in charts and tables		



MATHS CURRICULUM OVERVIEW

YEAR 6

	Autumn	Spring	Summer
Number and place value	6LS1: Place Value		
Addition and subtraction	6LS3: Choosing Effective Mental Calculation Strategies 6LS4: Problem Solving with Four Operations		
Multiplication and division	6LS2: Multiply and Divide by 10, 100 and 1,000 6LS3: Choosing Effective Mental Calculation Strategies 6LS4: Problem Solving with Four Operations 6LS5: Application of Factors, Multiples and Primes 6LS12: Formal Written Method of Multiplication 6LS14: Formal Written Method of Short Division	6LS17 Formal Written Method for Long Division	
Fractions	6LS6: Equivalent Fractions 6LS7: Comparing and Ordering Fractions 6LS8: Adding and Subtracting Fractions 6LS9: Fraction and Decimal Equivalents 6LS10: Fractions, Decimals and Percentages 6LS11: Calculating Percentages 6LS21: Multiplying Fractions 6LS22: Dividing Fractions 6LS23: Fraction Problem Solving		
Geometry	6LS15: Properties of Shape 6LS19: Recognise and Find Angles 6LS20: Reflection and Translation		
Measure	6LS13: Area of Parallelograms and Triangles 6LS18: Exploring Relationships Between Perimeter and Area 6LS25: Volume 6LS26: Measures		
Statistics	6LS27: Statistics – Interpret Line Graphs and Pie Charts		
Ratio and algebra	6LS16: Order of Operations and Algebra 6LS28: Algebra and Sequences 6LS24: Ratio and Proportion		



Curriculum Drivers

Subject: Maths

Challenge	<p>Through differentiated teaching and work, pupils have access to work that provides an appropriate challenge.</p> <p>Pupil choice allows pupils to challenge themselves.</p> <p>Reasoning and problem solving are used to challenge pupils' mathematical understanding.</p> <p>Apply mathematical knowledge to word problems / real life situations.</p> <p>Moving pupils through the CPA approach – concrete to pictorial to abstract</p> <p>Use of mathematical vocabulary to extend knowledge and reasoning</p>
Inclusion	<p>Differentiation (through task, resources, support or outcome) ensures all pupils are included in maths lessons</p> <p>Use of maths manipulatives to support all learners</p> <p>Pre-teaching of mathematical vocabulary allows pupils to access whole class teaching sessions</p> <p>A focus on number and calculation strategies to address gaps in learning ensures all pupils are included and ready for the next stage of their learning journey</p> <p>Use of physical activities / active maths to engage all learners</p> <p>Opportunities to work in different groupings / pairs for peer support</p>
Positive Minds	<p>Resilient tortoise Pupils develop a positive attitude towards maths, even when things are difficult, and they cannot see the answer straight away</p> <p>Independent rhino Differentiation and the use of working walls and resources helps pupils to tackle tasks independently</p> <p>Risk-taking penguin Pupils are encouraged to challenge themselves and take risks with their learning in maths (pupil choice)</p> <p>Reflective owl Pupils reflect on their learning, choose appropriate challenge and use appropriate resources if they need to</p> <p>Team Bee Pupils are encouraged to work together to solve mathematical problems and explain their reasoning</p> <p>Curious and creative chameleon Pupils are encouraged to tackle maths problem solving activities in different ways</p>