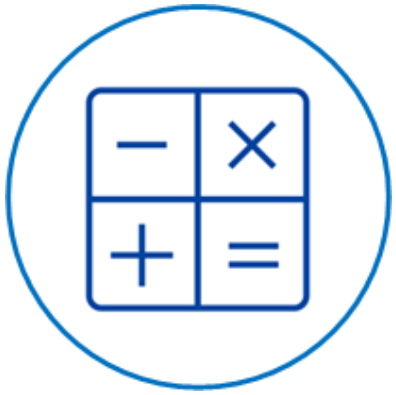
Maths overview

Key concepts

Mathematical Fluency



Mathematical Reasoning

Problem Solving

EYFS						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Maths Dev	**Match, sort and compare** Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts **Talk about measure and patterns** Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns **Find 1, 2 and 3** **Subitise 1, 2 and 3** **Represent 1, 2 and 3** **Find 1 more and 1 less within 3** **Composition of 1, 2 and 3:** See that all numbers can be made of 1s Compose their own collections within 3 **Subitise:** Subitise within 3 Identify sub-groups in larger arrangements Create their own patterns for numbers within 3	**Match, sort and compare circles and triangles** Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position **Find 4 and 5** **Subitise 4 and 5** **Represent 4 and 5** **Find 1 more and 1 less within 5** **Composition of 4 and 5** **Composition of 1 – 5:** Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot Explore the composition of numbers within 5 **Subitising:** Continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements **Comparison:** Compare sets using a variety of strategies,	**Be introduced to zero** **Find 0 to 5** **Subitise 0 to 5** **Represent 0 to 5** **Find1 more and 1 less:** Continue to compare sets using the language of comparison, and play games which involve comparing sets Continue to compare sets by matching, identifying when sets are equal Explore ways of making unequal sets equal **Composition:** Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 **Conceptual subitising to 5:** Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part Experience patterns which show a small group and '1 more' continue to match	**Find 6, 7 and 8** **Represent 6, 7 and 8** **Find 1 more and 1 less:** Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. **Composition of 6, 7 and 8** **Make pairs-odd and even:** Explore the composition of odd and even numbers, looking at the 'shape' of these numbers Begin to link even numbers to doubles begin to explore the composition of numbers within 8 **Double to 8 (find a double)** **Double to 8 (make a double):** Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles' **Explore length** **Compare length Explore height** **Compare height** **Talk about time** **Order and sequence time**	**Build numbers beyond 10 (10 -13)** **Continue patterns beyond 10 (10-13)** **Build numbers beyond 10 (14-20)** **Continue patterns beyond 10 (14-20)** **Continue to verbalise counting patterns:** Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers Continue to develop confidence and accuracy in both verbal and object counting **Add more** **Work out how many did I add?** **Take away** **Work out how many did I take away?** **Select shapes for a purpose** **Rotate shapes** **Manipulate shapes** **Explain shape arrangements** **Compose shapes** **Decompose shapes** **Copy 2-D shape pictures** **Find 2-D shapes within 3-D shapes**	**Identify units of repeating patterns** **Create own pattern rules** **Explore own pattern rules** **Replicate and build scenes and constructions** **Visualise from different positions** **Describe positions** **Give instructions to build** **Explore mapping** **Deepen understanding of patterns of numbers and relationships:** consolidating their understanding of concepts previously taught through working in a variety of contexts and with different numbers **Subitise:** Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number

	Practise using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, inc. temporal patterns made by sounds **Comparison:** Understand that sets can be compared according to a range of attributes, inc. by their numerosity Use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking' **Cardinality, ordinality and counting:** Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set Have a wide range of opportunities to develop knowledge of the counting sequence, including through rhyme and song Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting Have an understanding that anything can be counted, including actions and sounds.	including 'just by looking', by subitising and by matching Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts **Cardinality, ordinality and counting:** Continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand Begin to count beyond 5 Begin to recognise numerals, relating these to quantities they can subitise and count **Shapes with 4 sides** Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment **My day and night.**	arrangements to finger patterns **Cardinality, ordinality and counting:** Continue to develop verbal counting to 20 and beyond Continue to develop object counting skills, using a range of strategies to develop accuracy Continue to link counting to cardinality, including using their fingers to represent quantities Order numbers, linking cardinal and ordinal representations of number **Compare mass** **Find a balance** **Explore capacity** **Compare capacity**	**Find 9 and 10** **Compare numbers to 10** **Represent 9 and 10** **Conceptual subitising to 10** Begin to see that numbers within 10 can be composed of '5 and a bit' **Find 1 more and 1 less within 10** **Composition to 10:** Explore the composition of 10 **Bonds to 10 (2 parts)** **Make arrangements of 10** **Cardinality, ordinality and counting:** Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the counting to 20 **Recognise and name 3-D shapes** **Find 2-D shapes within 3-D shapes** **Use 3-D shapes for tasks** **Look and find 3-D shapes in the environment** **Identify more complex patterns** **Copy and continue patterns** **Look and find patterns in the environment**	**Explore sharing** **Sharing** **Explore grouping** **Grouping** **Even and odd sharing** **Play with and build doubles**	Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 Be encouraged to identify when it is appropriate to count and when groups can be subitised **Comparison:** Order sets of objects, linking this to their understanding of the ordinal number system

Class 2- Year 1 and 2												
Term	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Autumn	**Place Value (within 20)** Number of Small Steps: 13			**Addition and Subtraction (within 20)** Number of Small Steps: 14			**Place value (within100)** Number of Small Steps: 12				**Geometry (shape)** Number of Small Steps: 10	
Spring	**Addition and Subtraction (within 100)** Number of Small Steps: 17				**Multiplication and Division** Number of Small Steps: 19				**Length and Height** Number of Small Steps: 6		**Statistics** Number of Small Steps: 5	**Consolidation**
Summer	**Money** Number of Small Steps: 9		**Fractions** Number of Small Steps: 15			**Time** Number of Small Steps: 11			**Mass, Capacity and temperature** Number of Small steps: 9		**Geometry:** Position and Direction Number of Small Steps: 4	**Consolidation**

Class 3- Year 3 and 4												
Term	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Autumn	**Place Value** Number of Small Steps: 18				**Addition and Subtraction** Number of Small Steps: 18				**Multiplication and Division A** Number of Small Steps: 15			**Measurement Area** Number of Small Steps: 4
Spring	**Multiplication and Division B** Number of Small Steps: 14			**Length and Perimeter** Number of Small Steps: 10		**Fractions A** Number of Small Steps: 14			**Mass and Capacity** Number of Small Steps: 10		**Fractions B** Number of Small Steps: 8	
Summer	**Time** Number of Small Steps: 9		**Decimals** Number of Small Steps: 14			**Money** Number of small steps: 9		**Shape** Number of Small Steps: 10		**Position and Direction** Number of Small Steps: 6	Consolidation	

Class 4- Year 5 and 6												
Term	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Autumn	**Place Value** Number of Small Steps: 15			**Addition and Subtraction** Number of Small Steps: 5	**Multiplication and Division A** Number of Small Steps: 9		**Fractions A** Number of Small Steps: 18				**Multiplication and Division B** Number of Small Steps: 10	
Spring	**Multiplication and Division B** Number of Small Steps: 4	**Fractions B** Number of Small Steps: 8		**Decimals A** Number of Small Steps: 8		**Perimeter and Area and volume** Number of Small Steps: 10		**Decimals B** Number of Small Steps: 14			**Fractions, decimals and percentages** Number of Small Steps: 14	**Consolidation**
Summer	**Ratio** Number of Small Steps: 7		**Algebra** Number of Small Steps: 8	**Shape** Number of Small Steps: 14			**Geometry Position and Direction** Number of Small Steps: 6	**Statistics** Number of Small Steps: 9		**Converting Units** Number of Small Steps: 7		**Consolidation**