

Curriculum Map – Maths



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery/ Reception | <p>Child-led learning plays a large part in the Early Years curriculum because supporting children in following and exploring their own interests means greater depth of knowledge and understanding and higher levels of well-being and involvement.</p> <p>Across Nursery and Reception children develop, consolidate and deepen their learning about maths through a well-resourced environment that provides a context for number, pattern, space, shape and measure across all areas. Children experience informal, spontaneous mathematical concepts through their own interests and through carefully targeted questioning from teaching staff. Being outside, in particular, allows children to make sense of abstract mathematical ideas through experience, discussion and enjoyment: such as how to transfer water from the tap to the sandpit; how to build a big enough den; how to organise a line to take turns on the equipment; how to share playdough or mud cakes; how to calculate the number of blocks needed to reach ten; how to organise teams and how to keep a score of how many times you ride over the ramp before the sand timer runs out!</p> <p>In addition, children in Reception receive daily adult-led maths input and follow the NCETM 'Mastering Number' programme (see below). Activities from the session are used in the provision that lead on from the lesson and allow children to repeat, develop and embed their learning.</p> | | | | | |
| Reception | <p>Mastering Number: Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> | | <p>Mastering Number: Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> | | <p>Mastering Number: Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> | |
| Year 1 | <p>Mastering number: Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.</p> | | <p>Mastering number: Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).</p> | | <p>Mastering number: Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'.</p> | |



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| | Counting within 100 Comparison of quantities and measure Part-whole relationships | Introducing parts and wholes Numbers 0-5 | Recognise, compose, decompose and manipulate 2D and 3D shapes Number 0-10 | Additive structures Composition of numbers: multiples of 10 up to 100 | Composition of numbers 0-20 Numbers 0-20 Unitising and coin recognition | Position and direction Time |
| Year 2 | Mastering number: Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. | | Mastering number: Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. | | Mastering number: Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. | |
| | Numbers 10-100 Calculations within 20 | Fluently add and subtract within 10 Addition and subtraction of two-digit numbers | Addition and subtraction of two-digits numbers Money Introduction to multiplication | Introduction to division structures Shape Fractions | Sense of measure - capacity, volume, mass Time | Position and direction Multiplication and division - doubling, halving, quotative and partitive division |
| Year 3 | Adding and subtracting across 10 Numbers to 1000 | Numbers to 1000 | Right angles Manipulating the additive relationship and securing mental calculation | Column addition 2, 4, 8 times tables Column subtraction | Unit fractions | Non-unit fractions Parallel and perpendicular sides in polygons |



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| Year 4 | Number: Place value Number: Addition and subtraction | Measurement: Area Number: Multiplication and division | Number: Multiplication and division Measurement: Length and perimeter | Number: Fractions Number: Decimals | Number: Decimals Measurement: Money Measurement: Time | Geometry: Shape Statistics Geometry: Position and direction |
| Year 5 | Number: Place value Number: Addition and subtraction | Number: Multiplication and division Number: Fractions | Number: Multiplication and division Number: Fractions | Number: Decimals and percentages Measurement: Perimeter and area Statistics | Geometry: Shape Geometry: Position and direction Number: Decimals | Number: Negative numbers Measurement: Converting units Measurement: Volume |
| Year 6 | Number: Place value Number: Addition and subtraction | Number: Multiplication and division Number: Fractions Measurement: Converting units | Ratio Algebra Number: Decimals | Number: Fractions, decimals and percentages Measurement: Area, perimeter and volume Statistics | Geometry: Shape Geometry: Position and direction | Consolidation Problem solving |