



Brentfield Primary School

Children of Today, Champions for Tomorrow

Mathematics Curriculum EYFS - Year 6

NURSERY MATHS OVERVIEW

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. 	<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Make comparisons between objects relating to length 	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size 	<ul style="list-style-type: none"> Talk about and explore 3D shapes (cylinder, cone, cube, sphere, cuboid) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> Make comparisons between objects relating to weight and capacity

All of the above will be explicitly taught and then continued to be developed throughout the continuous provision.

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- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Experiment with their own symbols and marks as well as numerals.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

RECEPTION MATHS OVERVIEW

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> • Count beyond 10 • Subitise • Link the number symbol (numeral) with its cardinal number value • Explore the composition of numbers to 3 • Automatically recall number bonds for numbers 0–3 	<ul style="list-style-type: none"> • Compare numbers (greater than/less than) • Explore the composition of numbers to 6 • Automatically recall number bonds for numbers 0–6 	<ul style="list-style-type: none"> • Count beyond 20 • Understand the ‘one more than/one less than’ relationship between consecutive numbers • Explore the composition of numbers to 7 • Automatically recall number bonds for numbers 0–7 • Compare length 	<ul style="list-style-type: none"> • Explore the composition of numbers to 8 • Automatically recall number bonds for numbers 0–8 • Explore and represent patterns within numbers up to 10, including evens and odds 	<ul style="list-style-type: none"> • Explore the composition of numbers to 9 • Automatically recall number bonds for numbers 0–9 • Explore and represent patterns within numbers up to 10, including double facts 	<ul style="list-style-type: none"> • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 • Compare length, weight and capacity • Explore and represent patterns within numbers up to 10, including how quantities can be distributed equally

All of the above will be explicitly taught and then continued to be developed throughout the continuous provision.

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- Count objects, actions and sounds.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity

YEAR 1 MATHS OVERVIEW

AUTUMN (14 weeks)	Weeks 1-5		Weeks 6-10		Week 11	Week 12	Week 13-14		
	Place Value (within 10)		Addition and Subtraction (within 10)		Consolidation of Place Value	Shape	Consolidation of addition and subtraction		
SPRING (12 weeks)	Weeks 1-3		Weeks 4-6		Weeks 7-8		Weeks 9-10	Weeks 11-12	
	Place Value (within 20)		Addition and subtraction (within 20)		Place Value (within 50)		Length and Height	Mass and Volume	
SUMMER (13 weeks)	Week 1	Weeks 2-5		Weeks 6-7	Week 8	Week 9	Week 10	Week 11-12	Week 13
	Place Value Consolidation	Multiplication and Division		Fractions	Position and Direction	Consolidation of Multiplication	Money	Time	Consolidation of Division

YEAR 2 MATHS OVERVIEW

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AUTUMN (14 weeks)	Weeks 1-4	Weeks 5-9	Week 10	Week 11-12	Week 13-14
	Place Value	Addition and Subtraction	Consolidation of Place Value	Money	Consolidation of Addition and Subtraction
SPRING (12 weeks)	Weeks 1-4	Weeks 5 - 6	Week 7	Weeks 8 – 9	Weeks 10 - 12
	Multiplication and Division	Statistics	Consolidation of Multiplication and Division	Shape	Fractions
SUMMER (13 weeks)	Week 1 - 2	Weeks 3-5	Weeks 6 - 7	Weeks 8-9	Weeks 10-13
	Time	Mass, Capacity and Temperature	Length	Position and Direction	Problem Solving and Consolidation of 4 Calculations

YEAR 3 MATHS OVERVIEW

AUTUMN (14 weeks)	Weeks 1-3	Weeks 4-8	Week 9	Week 10-13	Week 14
	Place Value	Addition and Subtraction	Consolidation of Place Value	Multiplication and Division	Consolidation of Addition and Subtraction

SPRING (12 weeks)	Week 1	Weeks 2-4	Weeks 5 - 6	Week 7	Week 8 - 10	Weeks 11 -12
	Consolidation of Place Value	Multiplication and Division	Length and Perimeter	Consolidation of multiplication and division	Fractions	Mass and Capacity

SUMMER (13 weeks)	Week 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-9	Weeks 9-10	Week 11 - 12	Week 13
	Fractions	Consolidation of Addition and Subtraction	Money	Time	Shape	Statistics	Consolidation of 4 calculations

YEAR 4 MATHS OVERVIEW

AUTUMN (14 weeks)	Weeks 1-4	Weeks 5-7	Weeks 9-12	Week 13	Week 14
	Place Value	Addition and Subtraction	Multiplication and Division	Area	Consolidation of 4 calculations

SPRING (12 weeks)	Week 1 – 4	Weeks 5-6	Weeks 7-10	Week 11-12
	Multiplication and Division	Length and Perimeter	Fractions	Decimals

SUMMER (13 weeks)	Week 1-3	Week 4	Weeks 5-6	Week 7-8	Weeks 9-10	Week 11	Week 12-13
	Decimals	Consolidation of 4 calculations	Money	Time	Shape	Statistics	Position and Direction

YEAR 5 MATHS OVERVIEW

AUTUMN (14 weeks)	Weeks 1-3	Weeks 4-5	Weeks 6-9	Weeks 10	Week 11-14		
	Place Value	Addition and Subtraction	Multiplication and Division	Consolidation of 4 Calculations	Fractions		
SPRING (12 weeks)	Week 1 – 3	Weeks 4-5	Week 6	Weeks 7-9	Weeks 10-11	Week 12	
	Multiplication and Division	Fractions	Consolidation of Place Value	Decimals and Percentages	Perimeter and Area	Statistics	
SUMMER (13 weeks)	Week 1-3	Weeks 4-6	Week 7	Week 8	Weeks 9-10	Week 11	Week 12-13
	Shape	Decimals	Negative Numbers	Consolidation of 4 Calculations	Converting Units	Volume	Position and Direction

YEAR 6 MATHS OVERVIEW

AUTUMN (14 weeks)	Weeks 1-2	Weeks 3-7		Weeks 8-11		Week 12 -13	Week 14	
	Place Value	Addition, Subtraction, Multiplication and Division		Fractions		Consolidation of 4 calculations	Converting Units	
SPRING (12 weeks)	Week 1 – 2	Weeks 3-4	Weeks 5-6	Week 7		Weeks 8-9	Weeks 10-11	Week 12
	Ratio	Algebra	Decimals	Consolidation of 4 Calculations		Fractions, Decimals, Percentages	Area, Perimeter, Volume	Statistics
SUMMER (13 weeks)	Week 1-2	Week 3	Week 4	Weeks 5-6		Weeks 7-8	Week 9 - 11	Week 12-13
	Shape, Position and Direction	Consolidation	SATS	Plan Enterprise Project for Fundraising Year 6 End of Term Activities (Research and Projected Costs)		Plan Enterprise Project (Budgeting)	Maths in Action (Carry out project)	Present results to School Community (Statistics)