| Whole School Overview | Autumn 1 Autumn 2 | Spring $1 \times$ Spring 2 | Summer 1 Summer 2 |
| :---: | :---: | :---: | :---: |
|  | Number | Pattern | Shape and Space |
| Nursery | Says number is order, some of which are in the right order <br> Notices numerals <br> Counts on their fingers <br> +Compare quantities using language: 'more than', 'fewer than'. <br> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). | Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. <br> Recite numbers past 5 . Say one number for each item in order: 1,2,3,4,5 up to 10 <br> Links numerals with amounts up to 5 and maybe beyond. <br> Use informal language like 'pointy’, 'spotty’, 'blobs', etc. <br> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' | Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). <br> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10 . <br> Solve real world mathematical problems with numbers up to 5 . <br> 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' <br> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. |
| Reception | Subitise different arrangements (unstructured and structured) including using the Hungarian number frame <br> Develop the language of 'whole' when talking about objects which have parts <br> Explore the composition of numbers within 5. <br> Compare sets of objects and use the language of comparison | Develop subitising skills for numbers within and beyond 5 , and increasingly connect quantities to numerals <br> Identify when sets can be subitised and when counting is necessary <br> Identify when two sets are equal or unequal and connect two equal groups to doubles. <br> Begin to connect quantities to numerals. | Count to larger numbers and develop a wider range of counting strategies <br> Secure knowledge of number facts through varied practice. |
| Continuous provision | Pattern- looking for and finding patterns helps children notice and understand mathematical relationships. <br> Shape and Space - understanding what happens when shapes move or combine with other shapes helps develop wider mathematical thinking. Measures - comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later. <br> There are 25 weeks of Mastering Number lessons, so pattern, shape and space and measures are also explicitly taught in the remaining 4 weeks |  |  |


| Y1 | Place Value (within 10) <br> Addition \& Subtraction (within 10) | Geometry: properties of shape <br> Place Value (within 10) | Addition \& Subtraction <br> Place Value (within 20) | Measurement: length/height, weight/mass | Place Value (within 50) <br> Multiplication \& Division <br> Fractions <br> Geometry: Position \& direction | Place Value (within 100) <br> Measurement: time <br> Addition \& Subtraction one step problems <br> Measure: money |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Y2 | Place Value (within 100) <br> Addition \& Subtraction (within 100) | Addition \& Subtraction contd. (within 100) <br> Geometry: properties of shape | Measure: money <br> Multiplication and Division (within 100) | Fractions <br> Measurement: mass, capacity and temperature | Measurement: length/height <br> Measurement: time | Statistics <br> Position \& Direction |


| Whole School Overview | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Y3 | Place Value <br> Addition \& Subtraction | Addition \& Subtraction <br> Multiplication \& Division | Multiplication and Division <br> Length and Perimeter | Fractions <br> Mass \& Capacity | Fractions <br> Money <br> Time | Time <br> Shapes <br> Statistics |
| Y4 | Place Value <br> Addition \& Subtraction | Area <br> Multiplication \& Division | Multiplication and Division <br> Length and Perimeter <br> Fractions | Fractions <br> Decimals | Decimals <br> Money <br> Time | Shape <br> Statistics <br> Position \& Direction |
| Y5 | Place Value <br> Addition \& Subtraction | Multiplication \& Division <br> Fractions A | Multiplication \& Division <br> Fractions B | Decimals \& Percentages <br> Perimeter \& Area <br> Statistics | Shape <br> Position \& Direction <br> Decimals | Negative Numbers <br> Converting Units <br> Volume |
| Y6 | Place Value <br> Addition, Subtraction, Multiplication \& Division | Addition, Subtraction, Multiplication \& Division <br> Fractions <br> Decimals | Percentages <br> Algebra <br> Converting Units <br> Area, Perimeter \& Volume | Area, Perimeter \& Volume <br> Ratio <br> Shapes <br> Position \& Direction | Statistics <br> Mock Week <br> SATs Week | Problem Solving <br> Investigations <br> Money Sense (Natwest) |

