

Maths Year Overview Years 1-6

Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Mastering Number (see overview below) White Rose Maths: Measure and Patterns <ul style="list-style-type: none"> - Size - Mass - Capacity - Patterns 	Unit 1: Numbers to 10 Unit 2: Addition and subtraction within 10 Unit 3: Shape and patterns	Unit 1: Numbers within 100 Unit 2: Addition and subtraction of 2-digit numbers Unit 3: Addition and subtraction word problems	Unit 1: Number sense and exploring calculation strategies Unit 2: Place Value Unit 3: Graphs	Unit 1: Reasoning with 4-digit numbers Unit 2: Addition and subtraction Unit 3: Multiplication and division	Unit 1: Reasoning with large whole numbers Unit 2: Problem solving with integer addition and subtraction Unit 3: Line graphs and timetables	Unit 1: Integers & Decimals Unit 2: Multiplication and division
Autumn 2	Mastering Number (see overview below) White Rose Maths: Shapes <ul style="list-style-type: none"> - Circles - Triangles - 4 sided shapes 	Unit 4: Numbers to 20 Unit 5: Addition and subtraction within 20	Unit 4: Measures: Length Unit 5: Graphs Unit 6: Multiplication and division	Unit 4: Addition and subtraction Unit 5: Length and perimeter	Unit 3: Multiplication and division Unit 4: Interpreting and presenting data	Unit 4: Multiplication and division Unit 5: Perimeter and area	Unit 3: Calculation problems Unit 4: Fractions and decimals Unit 5: Percentages
Spring 1	Mastering Number (see overview below) White Rose Maths: Measure <ul style="list-style-type: none"> - Mass 	Unit 6: Time Unit 7: Exploring calculation strategies within 20 Unit 8: Numbers to 50	Unit 7: Time Unit 8: Fractions Unit 9: Addition and subtraction of 2-digit numbers (regrouping and	Unit 6: Multiplication and division Unit 7: Calculating with multiplication and division	Unit 5: Calculating with multiplication and division Unit 6: Fractions Unit 7: Time	Unit 6: Fractions and decimals Unit 7: Angles	Unit 6: Decimals and measure Unit 7: Missing angles and length Unit 8:

	<ul style="list-style-type: none"> - Capacity - Length/height - Time 		adjusting)				Coordinates and shape
Spring 2	<p>Mastering Number (see overview below)</p> <p>Whiterose Maths: 3D Shapes</p>	<p>Unit 9: Addition and subtraction within 20 (comparison)</p> <p>Unit 10: Fractions</p> <p>Unit 11: Measures (1): Length and mass</p>	<p>Unit 10: Money</p> <p>Unit 11: Faces, shapes and patterns; lines and turns</p>	<p>Unit 8: Time</p> <p>Unit 9: Fractions</p>	<p>Unit 8: Decimals</p> <p>Unit 9: Area and perimeter</p>	<p>Unit 8: Fractions and percentages</p> <p>Unit 9: Transformations</p>	<p>Unit 9: Statistics</p> <p>Unit 10: Proportion problems</p>
Summer 1	<p>Mastering Number (see overview below)</p> <p>Whiterose Maths: Shapes</p> <ul style="list-style-type: none"> - compose/ decompose/manipulate shapes 	<p>Unit 12: Numbers 50 to 100 and beyond</p> <p>Unit 13: Addition and subtraction (applying strategies)</p> <p>Unit 14: Money</p>	<p>Unit 12: Numbers within 1000</p> <p>Unit 13: Measures: Capacity and volume</p> <p>Unit 14: Measures: Mass</p>	<p>Unit 10: Angles and Shape</p> <p>Unit 11: Measures</p>	<p>Unit 10: Solving measure and money problems</p> <p>Unit 11: 2-D Shape and Symmetry</p>	<p>Unit 10: Converting units of measure</p> <p>Unit 11: Calculating with whole numbers and decimals</p>	Revision and Consolidation
Summer 2	<p>Mastering Number (see overview below)</p> <p>Whiterose Maths: Patterns</p>	<p>Unit 14: Money</p> <p>Unit 15: Multiplication and division</p> <p>Unit 16: Measures (2):</p>	<p>Unit 15: Exploring calculation strategies</p> <p>Unit 16: Applying multiplicative</p>	<p>Unit 12: Applying multiplicative thinking</p> <p>Unit 13: Exploring calculation</p>	<p>Unit 12: Position and Direction</p> <p>Unit 13: Reasoning with patterns and sequences</p>	<p>Unit 12: 2-D and 3-D shape</p> <p>Unit 13: Volume</p> <p>Unit 14: Problem solving</p>	Preparation for secondary school

	<ul style="list-style-type: none"> - Pattern rules - Positions 	Capacity and volume	thinking	strategies and place value	Unit 14: 3D Shape	
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Mastering Number Year Overview- Reception

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p>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>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed. • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p>	<p>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>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers <p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p>	<p>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> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <p>begin to generalise about 'one more than' and 'one less than' numbers within 10</p>

<ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking ab 	<ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
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Mastering Number Year Overview- Year 1

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect

<p>numbers within 10, and the position of these numbers in the linear number system.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number • explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them 	<p>and the related language (without the use of symbols).</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number • explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure 	<p>addition and subtraction expressions and equations to 'number stories').</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) • practise retrieving previously taught facts and reason about these
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Mastering Number Year Overview- Year 2

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • review the composition of the numbers 6 to 9 as '5 and a bit' • compare numbers using the language of comparison and use the symbols $<$ $>$ $=$ • review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 • review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 • consolidate their understanding of the numbers 10 and 20 as '10 and a bit' • consolidate their understanding of the linear number system to 20 and reason about midpoints 	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary • use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints 	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles • consolidate previously taught facts and strategies through continued, varied practice

