

Mathematics Year Overview – Long Term Plans

Reception Class

Term 1	Term 2	Term 3
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. Pupils will: - 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	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. Pupils will: - 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	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. Pupils will: - 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

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Reception Class (Continued)

- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - 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 about objects which have parts	- understand that two equal groups can be called a 'double' and connect this to finger patterns - 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	- begin to generalise about 'one more than' and 'one less than' numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek
2d Shapes/ Pattern ABAB/ Time- (Seasonal changes/Visual weekly and daily timetable, days of the week, birthday months, children's own personal timelines- significant events - Time (day and night/ Nocturnal animals/ daily routines) 3D shapes/ Mass (Christmas parcels) Pattern ABB, AAB, AABB, AABBB (wrapping paper)	- Spatial Reasoning 1-3/ Sharing and grouping - Capacity/ Making Pairs/ Doubling/ Odd and even Spatial reasoning 4- fairytale maps	- Measure-Length and height (plant growth, throwing/ jumping activities) Time (butterfly life cycle observed/ seeds growing) Days, weeks, hours, minutes - Time- obstacle course/ outdoor challenges- timers, recipes Spatial reasoning 4 – treasure maps

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Year 1

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 100)				Geometry Shape	
Spring	Number Addition and subtraction (within 100)				Number Multiplication and division			Measurement Length and height			Statistics	Consolidation
Summer	Measurement Money	Number Fractions			Measurement Time			Measurement Mass, capacity and temperature			Geometry Position and direction	Consolidation

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Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 100)				Geometry Shape	
Spring	Number Addition and subtraction (within 100)				Number Multiplication and division				Measurement Length and height		Statistics	Consolidation
Summer	Measurement Money	Number Fractions				Measurement Time			Measurement Mass, capacity and temperature		Geometry Position and direction	Consolidation

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction				Number Multiplication and division A			Measurement Area
Spring	Number Multiplication and division B			Measurement Length and perimeter	Number Fractions A			Measurement Mass and capacity	Number Fractions B			
Summer	Measurement Time	Number Decimals			Measurement Money	Geometry Shape		Geometry Position and direction		Statistics		

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction				Number Multiplication and division A			Measurement Area
Spring	Number Multiplication and division B			Measurement Length and perimeter	Number Fractions A			Measurement Mass and capacity	Number Fractions B			
Summer	Measurement Time	Number Decimals			Measurement Money	Geometry Shape		Geometry Position and direction		Statistics		

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction		Number Multiplication and division A			Number Fractions A			
Spring	Number Multiplication and division B			Number Fractions B		Number Decimals and percentages			Measurement Perimeter and area		Statistics	
Summer	Geometry Shape			Geometry Position and direction		Number Decimals			Number Negative numbers	Measurement Converting units		Measurement Volume

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Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition, subtraction, multiplication and division					Number Fractions A		Number Fractions B		Measurement Converting units
Spring	Ratio		Algebra		Number Decimals		Number Fractions, decimals and percentages		Measurement Area, perimeter and volume		Statistics	
Summer	Geometry Shape			Geometry Position and direction	Themed projects, consolidation and problem solving							

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* It must be noted that where topics do not align for mixed year groups, lessons are to be taught using isolated objectives. However, where lessons can be taught alongside each other, the different objectives are extended for the higher year group. Children will be taught following the progression in the grids above to ensure that children are taught key concepts in the correct order. The weeks may not align where classes are working well and moving on quickly, they may need to revisit lessons/concepts or due to the timetabling such as assessment weeks.

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