## Updated for 2023-24

## Maths Curriculum Map

| Nursery |  |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \stackrel{n}{+} \\ & \underset{\Sigma}{\pi} \end{aligned}$ |  |  | Place Value: Counting Recite numbers past 5. Points or touches (tags) each item, saying one numberforeach item, using the stable order of $1,2,3,4,5$ <br> Theme: All | Shape <br> Shows a wareness of shape similarities and differences between objects <br> Talk about a nd explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical la nguage: 'sides', 'corners'; 'straight', 'flat', 'round'. <br> Theme: Pattern \& shape | Place Value: Use and Compare <br> Compares two small groups of up to five objects, saying when there a re the same number of objects in each group, e.g. You've got two, I've got two. Same! <br> Theme: All | Pattern <br> Talk about and identify the patterns a round them. Extend a nd create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an errorin a repeating pattern. <br> Beginto describe a sequence ofevents, real or fictional, using words such as 'first', 'then...' <br> Theme: All | Size, Weight and Capacity Make comparisons between objects relating to size, length, weight a nd ca pacity. Recalls a sequence of events in everydaylife and stories Understand position through words alonefor example, "The bag is under the table," with no pointing. <br> Theme: All <br> Theme: Our Local Area | Place Value: represent <br> Begin to recognise numerals 0 to 10 <br> Subitises one, two and three objects <br> (without counting) <br> Links numerals with amounts up to 5 and maybe beyond <br> Theme: All |
|  |  |  | Addition and Subtraction: Recall, represent, use Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) | Addition and Subtraction: Recall, represent, use Explores using a range of their own marks and signs to which they a scribe mathematicalmeanings | Addition and Subtraction: <br> Calculations <br> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers | Addition and Subtraction: <br> Calculations <br> Beginning to recognise thateach counting number is one more than the one before | Addition and Subtraction: Solve problems Beginning to use understanding of number to solve practical problems in play and meaningful a ctivities | Addition and Subtraction: Solve problems Separates a group of three or four objects in different ways, beginning to recognise that the totalis still the same |
|  | Obs e rvational Checkpoint: Can children subitise to 3? Can children count in corre spondence to 5? Can children rote count beyond 5? Can children compare quantities, size, Iength, weight a nd ca pa city? Ca $n$ children talk about 2D and 3D shapes? Ca $n$ children use positional language? Ca $n$ children select shapes appropriately? Ca $n$ children cre ate a re peating pattern? |  |  |  |  |  |  |  |

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## Maths Curriculum Map

| Reception |  |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \stackrel{n}{+} \\ & \sum_{\Sigma}^{0} \end{aligned}$ |  |  | Just like me! <br> Match and sort Compare amounts Compare size, mass \& capacity Exploring pattern | Light \& dark <br> Representing numbers to 5 <br> One more or less <br> Shapes with 4 sides <br> Time | Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 \& 5 Compare mass (2) Compare capacity (2) | Building 9 \& 10 <br> Counting to 9 \& 10 <br> Comparing numbers to 10 <br> Bonds to 10 <br> 3-D shapes <br> Spatial awareness <br> Patterns | To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate | Find my pattern <br> Doubling <br> Sharing \& grouping <br> Even \& odd <br> Spatial reasoning 3 <br> Visualise and build |
|  |  |  | It's me 1, 2, 3! <br>  <br> 3 <br> Comparing 1,2 \& 3 <br> Composition of 1,2 <br> \& 3 <br> Circles and <br> triangles <br> Positional language |  | Growing 6, 7, 8 <br> 6,7 \& 8 <br> Combining two amounts <br> Making pairs <br> Length \& height <br> Time (2) |  | First, then, now <br> Adding more <br> Taking away <br> Spatial reasoning 2 <br> Compose and decompose | On the move Deepening understanding Patterns \& relationships Spatial mapping (4) Mapping |

## Maths Curriculum Map

|  | Autumn | Spring | Summer |
| :---: | :---: | :---: | :---: |
| Year 1 | Number: Place Value (within 10) | Number: Place Value (within 20) | Number: Multiplication and Division (Reinforce multiples of 2,5 and 10 to be included) |
|  | (within 10) | 20) | Number: Fractions |
|  | Geometry: Shape | Number: Place Value (within 50) | Geometry: Position and Direction |
|  |  | Measurement:Length and Height | Number: Place Value (within 100) |
|  |  | Measurement: Weight and Volume | Measurement:Money Measurement: Time |
| Year 2 | Number: Place Value <br> Number: Addition and Subtraction <br> Geometry: Shape | Measurement: Money | Number: Fractions |
|  |  | Number: Multiplication and Division | Measurement:Money |
|  |  | Measurement: Length and Height | Measurement:Time |
|  |  | Measurement:Mass, Capacity and Temperature | Statistics <br> Geometry: Position and Direction |
| Year 3 | Number: Place Value <br> Number: Addition and Subtraction <br> Number: Multiplication and Division A | Number: Multiplication and Division B | Number: Fractions B |
|  |  | Measurement:Length and Perimeter Fractions A | Measurement:Time |
|  |  |  | Geometry: Properties of Shape |
|  |  | Measurement:Mass and capacity | Statistics |
| Year 4 | Number: Place Value <br> Number: Addition and Subtraction <br> Measurement: Area <br> Number: Multiplication and Division A | Number: Multiplication and Division <br> Measurement: length and perimeter <br> Number: Fractions <br> Number: Decimals | Number: Decimals |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Measurement: Time |
|  |  |  | Geometry: Properties of Shape |
|  |  |  | Statistics |
|  |  |  | Geometry: Position and Direction |

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## Maths Curriculum Map

|  | Autumn | Spring | Summer |
| :---: | :---: | :---: | :---: |
| Year 5 | Number: Place Value <br> Number: Addition and Subtraction <br> Number: Multiplication and Division Fractions | Number: Fractions <br> Decimals and Percentages <br> Measurement: perimeter and area Statistics | Geometry: Properties of Shape <br> Geometry: Position and Direction <br> Number: Decimals <br> Number: Negative numbers <br> Measurement: converting Units <br> Measurement:Volume |
| Year 6 | Number: Place Value <br> Number: Addition, Subtraction, multiplication and Division <br> Fractions A <br> Fractions B <br> Measurement - converting units | Ratio <br> Algebra <br> Number: Decimals <br> Number: Fractions, decimals and percentages <br> Perimeter, Area and Volume Statistics | Geometry: Properties of shapes <br> Geometry: Position and Direction <br> Themed projects, consolidation, and problem solving |

