Counting and Cardinality, Comparison, Composition, Shape and Spatial Awareness, Measure, Pattern

EYFS 1						EYFS 2					
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Develop a fast recognition of up to 3 objects (without having to count them individually- subitise)

Say what is different and what is the same about collections

Respond to words like 'lots' or 'more'

Begin to understand that things might happen 'now' or at another time, in routines | Recite number names in sequence past 5

Select a small number of objects from a group

Compare quantities and recognise changes in numbers of things using words such as 'more' 'lots' 'fewer' 'less'

Begin to categorise objects according to properties such as shape (and colour)

Begin to categorise objects according to their | Say one number for each item in order; 1, 2, 3, 4, 5. (One to one correspondence)

Compare quantities using words such as 'the same'

Show an interest in shapes in the environment

Talk about and explore 2D/3D shapes (e.g. circles, rectangles, triangles and cuboids)

Make comparisons between objects relating to size | Match numeral and quantity to 5 (including showing the right number of objects)

Know that a group of things changes in quantity when something is added or taken away

Talk about and explore 2d and 3d shapes using mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'

Make comparisons between objects relating to weight

Extend, continue and create ABAB patterns (e.g. | Show 'finger numbers' up to 5

Count objects in a line (to 5)

Understand positional language through words alone e.g. 'in', 'on', 'under' 'up', 'down', 'besides' and 'between'

Explore capacity and make comparisons between objects relating to capacity (which holds more/less)

Anticipate times of the day- such as meal times and home time

Understand some talk | Know that when counting a group the last number represents the quantity (within 5)

Experiment with their own symbols and marks as well as numerals

Solve real mathematical problems with numbers up to 5

Describe a familiar route

Discuss routes and locations, using words like 'in front of' and behind'

Explore how things look from different viewpoints | **Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation)**

Count forwards and backwards 0-10

Use one to one correspondence (touch each object and give it a number)

Count objects, actions and sounds

Count out objects from a larger group (within 10)

Know that the last number | **Show finger numbers up to 10**

Recognise numerals 0-5, then 0-10

Link the numeral with its cardinal value 1 to 5, then 1-10 objects

Know that a number does not change if things are rearranged

Compare collections of different amounts using language such as 'more / fewer'

Compare collections of equal amounts using language such as 'same' | **Count forwards and backwards beyond 20 recognising patterns of the counting system**

Estimate how many objects they can see and check by counting

Use reasoning to compare numbers and quantities

Explore the composition of numbers 6,7,8,

Explore the composition of numbers 1,2,3,4 and 5

To represent spatial relationships (e.g. maps)

Compare 2 items by capacity and find out which item is more full/less full and which | **Explore using a range of their own marks and signs to which they ascribe mathematical meanings**

Know the 'one more than/one less than' relationship between consecutive numbers

Explore the composition of numbers 1,2,3,4 and 5

Explore the composition of numbers 9,10

Record number stories using pictures, numbers and symbols (e.g. arrows)

Identify similarities | **Explore how quantities can be distributed equally (within 10)**

Explore and represent odd and even number patterns within numbers up to 10

Explore and represent double facts within numbers up to 10.

Automatically recall number bonds including subtraction facts (0-5)

Show an awareness of properties of shape

Describe properties of shape | **Compare quantities up to 10 using language 'more than', 'greater than' 'less than', 'fewer', 'the same as' 'equal to'**

Automatically recall some number bonds for numbers 0-10 (including double facts)

Begin to explore and work out mathematical problems including '+' or '-'

Use own ideas to make models, solve problems and visualise what they will build. |
| | properties such as size

Talk about and identify patterns in the environment | | stick, leaf, stick leaf)

Notice and correct an error in a repeating pattern | about immediate future and immediate past (e.g. later or before)

Begin to describe a sequence of, real or fictional events, using words such as 'first', 'then' | including things that are near or far away

Select shapes appropriately when building (e.g. triangular prism for a roof)

Combine shapes to make new ones

Make comparisons between objects relating to length | counted gives the total so far

Subitise numbers up to 5

Develop spatial awareness by experiencing different viewpoints

Respond and use language of position and direction

Respond and use language of which is relative to the viewpoint

Recognise attributes (e.g. stick is long, adults are tall)

Compare 2 items by size and find out which is bigger/smaller

Continue, copy and create an AB pattern | Develop shape awareness through construction (including selecting, rotating and manipulating 2D and 3D shapes)

Compare 2 items by length or height (from aligned starting points) and find out which item is longer/shorter, taller, shorter.

Notice and correct an error in an AB pattern and discuss how to fix it

Identify the unit of repeat in an AB pattern | holds 'more than'

Compare 2 items by weight and find out which item is heavier/lighter

Continue an ABC pattern

Continue a pattern which ends mid-unit

Create an ABB, ABBC pattern.

Spot an error in an ABB pattern | between shapes

Show an awareness of comparison in estimating and testing predicting (e.g. what do you think will happen if we pour this thin jugful into this short fat dish?)

Compare indirectly (e.g. packing a shopping bag- heaviest items first)

Record a pattern and explain the sequence

Generalise structures to another context or mode | Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Recognise the relationship between the size and number of units

Begin to use units to compare things

Make a pattern which repeats around a circle

Make a pattern around a border with a fixed number of spaces | Begin to use time to sequence events including positional language and relational terms.

Begin to experience specific time durations (including becoming familiar with measuring tools in everyday experiences and play e.g. a stopwatch)

Identify patterns around us (e.g. stories, songs, rhymes, wallpaper etc) |

St Matthias Maths Yearly Overview

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	1	2 · 3	4 · 5	6 · 7	8	9 · 10 · 11

Unit 1 - Previous Reception Experiences & counting within 100
Unit 2 - Comparing quantities and part-whole relationships
Unit 3 - Numbers 0 to 5
Unit 4 - Recognise, compose, decompose and manipulate 2D and 3D shapes
Unit 5 - Numbers 0 to 10
Unit 6 - Additive structures
Unit 7 - Addition and subtraction facts within 10
Unit 8 - Numbers 0 to 20
Unit 9- Unitising and coin recognition
Unit 10 - Position and direction
Unit 11 - Time

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	1	2 · 3 · 4	5	6 · 7 · 8	9 · 10 · 11 · 12	13 · 14

Unit 1 - Numbers 10 to 100
Unit 2 - Calculations within 20
Unit 3 - Fluently add and subtract within 10
Unit 4 - Addition and subtraction of two-digit numbers (1)
Unit 5 - Introduction to multiplication
Unit 6 - Introduction to division structures
Unit 7 - Shape
Unit 8 - Addition and subtraction of two-digit numbers (2)
Unit 9 - Money
Unit 10 - Fractions
Unit 11 - Time
Unit 12 - Position and direction
Unit 13 - Multiplication and division - doubling and halving
Unit 14 - Sense of measure - capacity, volume, mass

St Matthias Maths Yearly Overview

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	2	3 4	5 6 7	8	9 10 11

Unit 1 - Adding and subtraction across 10
Unit 2 - Numbers to 1,000
Unit 3 - Right angles
Unit 4 - Manipulating the additive relationship and mental calculation
Unit 5 - Column addition
Unit 6 - 2, 4, 8 times tables
Unit 7 - Column subtraction
Unit 8 - Unit fraction
Unit 9 - Non-unit fractions
Unit 10 - Parallel and perpendicular sides in polygons
Unit 11 - Time

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 2 3	4 5	6 7	8 9	10 11 12	

Unit 1 - Review of column addition and subtraction
Unit 2 - Numbers to 10,000
Unit 3 - Perimeter
Unit 4 - 3, 6, 9 times tables
Unit 5 - 7 times table and patterns
Unit 6 - Understanding and manipulating multiplicative relationships
Unit 7 - Coordinates
Unit 8 - Review of fractions
Unit 9- Fractions greater than 1
Unit 10 - Symmetry in 2D shapes
Unit 11 - Time
Unit 12 - Division with remainders

St Matthias Maths Yearly Overview

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	1 2	3 4	5	6 7	8	9 10

Unit 1 - Decimal fractions
Unit 2 - Money
Unit 3 - Negative numbers
Unit 4 - Short multiplication and short division
Unit 5 - Area and scaling
Unit 6 - Calculating with decimal fractions
Unit 7 - Factors, multiples and primes
Unit 8 - Fractions
Unit 9- Converting units
Unit 10 - Angles

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	1 2	3 4	5 6	7 8	KS2 tests	9 10 11 12 13

Unit 1 - Calculating using knowledge of structures (1)
Unit 2 - Multiples of 1,000
Unit 3 - Numbers up to 10,000,000
Unit 4 - Draw, compose and decompose shapes
Unit 5 - Multiplication and division
Unit 6 - Area, perimeter, position and direction
Unit 7 - Fractions and percentages
Unit 8 - Statistics
Unit 9 - Ratio and proportion
Unit 10 - Calculating using knowledge of structures (2)
Unit 11 - Solving problems with two unknowns
Unit 12 - Order of operations (starters)
Unit 13 - Mean average (starters)

COVID RECOVERY

CURRICULUM
PRIORITISATION IN
PRIMARY MATHS

A term-by-term framework to support planning and teaching in
2021/22