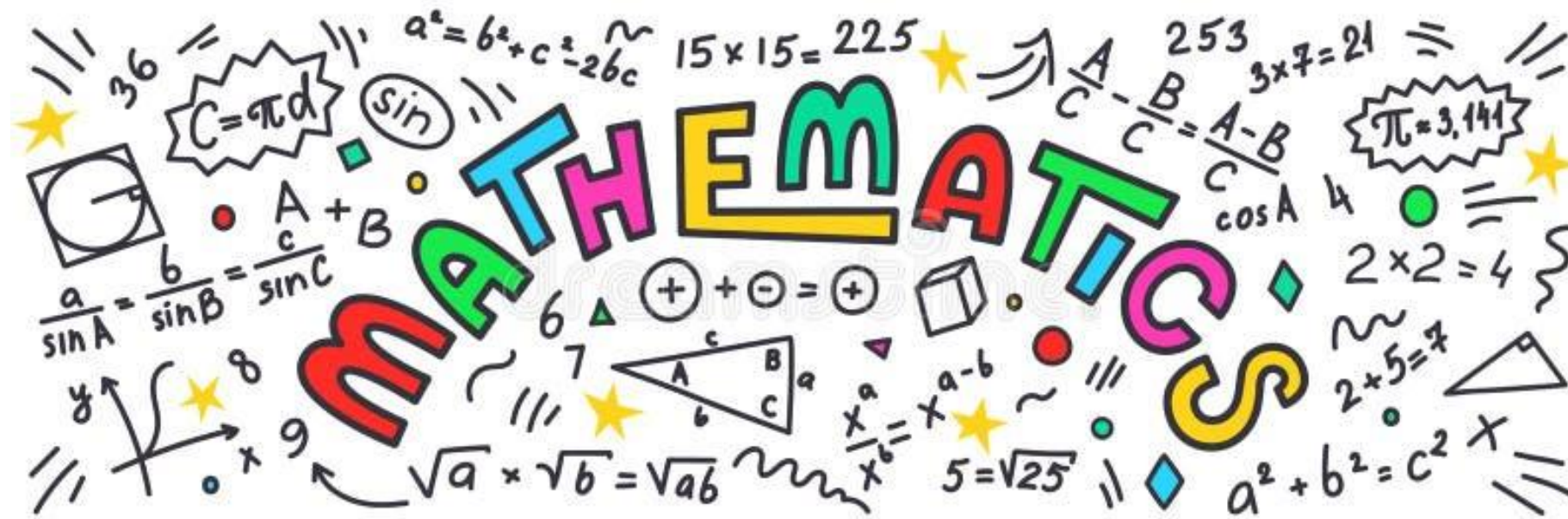




Barham Primary School



Mathematics Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery <i>Number & Numerical Pattern</i>	<u>Stay & Play</u> <u>Staggered Start</u> <u>Counting</u> I can say number names to 3 in order I can recite numbers past 3 <u>Cardinality</u> I can say one number for each item in order: 1,2,3,4,5. <u>Shape</u> I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as ‘straight’, ‘flat’ and ‘round’.	<u>Comparison</u> I can use informal language to describe sizes and lengths such as, ‘bigger, smaller, taller, shorter.’ I know how to compare objects relating to size and length. <u>Counting</u> I can count out a group of up to 5 objects. I can count using one to one correspondence. I know how to sing a range of number songs <u>Cardinality</u> I can show ‘finger numbers’ up to 5. I can match numerals and amounts up to 5 I can subitise up to 3 I know that the last number reached when counting a small set of objects tells me how many there are in total.	<u>Comparison</u> I can compare quantities using language: ‘more than’, ‘fewer than’. <u>Counting</u> I can solve real world mathematical problems with numbers up to 5. I know how to experiment with my own symbols and marks. <u>Shape</u> I can talk about 2D and 3D shapes during my play and can use informal and mathematical language such as : ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. I know the names of 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cube, cuboid, pyramid) I have an awareness of some 2D shapes and their names	<u>Spatial Awareness</u> I can understand position through words alone – for example, “The bag is under the table,” – with no pointing. I can describe a familiar route. I can discuss routes and locations, using words like ‘in front of’ and ‘behind’. <u>Shape</u> I can combine shapes to make new ones - an arch, a bigger triangle etc. I know how to select shapes appropriately for building: flat surfaces for building, a triangular prism for a roof etc.	<u>Comparison</u> I can make comparisons between objects relating to weight and capacity. <u>Cardinality</u> I know how to link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5. <u>Measure</u> I can describe a sequence of events, using words such as ‘first’, ‘then...’ I know and understand words such as ‘heavy, light, full, empty, half full, half empty, nearly’ to describe weight and capacity.	<u>Counting</u> I can to recite numbers past 5 I can say one number for each item in order: 1,2,3,4,5 <u>Cardinality</u> I can subitise up to 3 <u>Shape</u> I can use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. <u>Pattern</u> I can talk about and identify patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. I know how to create ABAB patterns– stick, leaf, stick, leaf. I know how to notice and correct an error in a repeating pattern.
Reception <i>Number & Numerical Pattern</i>	<u>Comparison</u> I can find all objects with a given attribute and I am beginning to identify the attribute used to sort a set <u>Counting</u> I join in with number songs and stories. I can count objects, actions from 1-5 with support. I can recite numbers forwards and backwards to 5. <u>Cardinality</u> I can subitise numbers, presented in a familiar pattern, up to 3 with support. I can link the quantity to the cardinal number it represents (up to 5) with support. I can represent numbers (up to 5) using my fingers, with support. I can take turns to play maths games which involve counting and recognising numerals (up to 5.) <u>Composition</u>	<u>Comparison</u> I can say which group has more and which group has fewer, with support. I can use the language of equal to when two groups are the same, with support. <u>Counting</u> I can count and represent objects up to 10, with support. I can say what will be one more/one less than a given number (up to 5-10) using concrete objects with support. <u>Cardinality</u> I can subitise numbers, presented in familiar patterns, up to 5 with support I can match the numeral with a group of items to show how many there are (up to 10) <u>Composition</u> I am beginning to understand that a number can be made up of two smaller numbers <u>Spatial Awareness</u>	<u>Comparison</u> I can compare two quantities (up to 10) and say which has more/fewer items and which groups are the same. <u>Counting</u> I can recite numbers forwards and backwards to 20 sometimes using a number line with support. <u>Cardinality</u> I can subitise numbers, presented in familiar patterns, up to 5 I can match the numeral with a group of items to show how many there are (up to 8) with support I can represent numbers (up to 8) using my fingers. <u>Composition</u> I know that a number can be made up of two smaller numbers. I can arrange compositions of number bonds to 5 in different ways using a five frame, with support.	<u>Comparison</u> I can estimate a number of things, showing understanding of relative size (with support) <u>Counting</u> I can count and represent objects up to 10, with support. I can recite numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) <u>Cardinality</u> I can match the numeral with a group of items to show how many there are (up to 10) with support I can represent numbers (up to 10) using my fingers. <u>Composition</u> I can partition numbers to 10 in a part whole model with support. I am beginning to learn some number bonds to ten with support. I can arrange compositions of number bonds to 10 in different	<u>Comparison</u> I can estimate a number of things, showing understanding of relative size <u>Counting</u> I can recite numbers forwards and backwards to 20 with support. I can count on, and back, from a given number up to 10 using a number line. I can count and represent objects up to 10. <u>Cardinality</u> I can match the numeral with a group of items to show how many there are (up to 10) <u>Composition</u> I can recall number bonds to 10. In practical activities, adds one and subtracts one (with numbers to 10) with support <u>Spatial Awareness</u> Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes <u>Shape</u>	<u>Comparison</u> I can sort quantities into groups which are the same, different and equal and use language of more/fewer. I can share a given quantity into two equal groups. I can halve a whole number by sorting it into two equal groups. I know that when a group can’t be shared equally, it is odd and when a group can be shared equally, it is even. <u>Counting</u> I can recite numbers forwards and backwards to 20 and beyond. <u>Cardinality</u> Beginning to match the numeral to group of items to show how many there are (beyond 10) <u>Composition</u> I can begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three

	<p>I am beginning to recognise that each counting number is one more than the one before</p> <p>I am beginning to separate a group of three or four objects in different ways, beginning to recognise that the total is still the same <u>Spatial Awareness</u> I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference <u>Shape</u> I can sort objects based on different attributes e.g., colour, size, shape with support. <u>Pattern</u> I can extend and copy a repeating ABAB pattern. <u>Measure</u> I can match objects. I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.</p>	<p>I understand positional language In front, on top, next to, behind with support.</p> <p><u>Shape</u> I can name and recognise circles, triangles, squares and rectangles. I can describe a shape using terms such as ‘sides, corners with support. <u>Measure</u> I use language of time, such as first, then, next, last, to sequence events</p>	<p>I can begin to show a knowledge of number bonds to 5. I can combine two groups to find the whole. <u>Shape</u> I can recognise and name some basic 2-D and 3-D shapes. I can describe a shape using terms such as ‘sides, corners, flat, solid, faces. <u>Measure</u> I am beginning to measure time in simple ways with support. I can recite the days of the week in order, with support. I can make comparisons using language such as bigger/biggest, smaller/smallest, longer/longest, shorter/shortest, heavier/heaviest, lighter/lightest.</p>	<p>ways using a tens frame, with support. I can use ten frames to make numbers beyond 10 with support.</p> <p><u>Spatial Awareness</u> I can investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p><u>Pattern</u> I can create my own AB patterns. I can repeat more complex patterns e.g., AABB, ABB, AABBB.</p>	<p>I am beginning to understand the relationship between 2d and 3d shapes. <u>Measure</u> I can describe weight, using heavier than, it is lighter than, it is equal to.</p>	<p>In practical activities, I can add one and subtract one (with numbers to 10) <u>Spatial Awareness</u> I can use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints <u>Measure</u> I can describe length using shorter than, it is longer than, it is equal to. I can describe weight, using heavier than, it is lighter than, it is equal to. I can describe distance Far, further, furthest I can describe capacity</p>
Year 1	<p><u>Transition</u> Carousel (3 weeks)</p> <p><u>Number:</u> Number & Place value- within 10 (5 weeks)*</p>	<p><u>Number:</u> Addition & Subtraction – within 10 (5 weeks)*</p> <p><u>Geometry:</u> Properties of shapes (2 weeks)</p> <p><i>Consolidation (1 week)</i></p>	<p><u>Number:</u> Number & Place value- within 20 (3 weeks)*</p> <p>Addition & Subtraction – within 20 (3 weeks)*</p>	<p><u>Number:</u> Number & Place value- within 50 (2 weeks)*</p> <p><u>Measurement:</u> Length & Height (2 weeks)</p> <p>Mass & Volume (2 weeks)</p>	<p><u>Number:</u> Number & Place value- within 100 (2 weeks)*</p> <p><u>Number:</u> Multiplication & Division (3 weeks)</p> <p>Fractions (2 weeks)</p>	<p><u>Geometry:</u> Position & Direction (2 weeks)</p> <p><u>Measurement:</u> Time (2 weeks)</p> <p>Money (1 week)</p> <p><i>Consolidation (1 week)</i></p>
Year 2	<p><u>Number:</u> Number & Place value (4 weeks)</p> <p><u>Geometry:</u> Properties of shapes (3 weeks)</p> <p><i>Consolidation (1 week)</i></p>	<p><u>Number:</u> Addition & Subtraction (5 weeks)</p> <p><u>Geometry:</u> Position & Direction (2 weeks)</p> <p><i>Consolidation (1 week)</i></p>	<p><u>Number:</u> Multiplication & Division (5 weeks)</p> <p><i>Consolidation (1 week)</i></p>	<p><u>Number:</u> Fractions (3 weeks)</p> <p><u>Measurement:</u> Length & Height (2 weeks)</p>	<p><u>Measurement:</u> Mass, Capacity & Temperature (3 weeks)</p> <p>Money (2 weeks)</p> <p><i>Consolidation (2 weeks)</i></p>	<p><u>Measurement:</u> Time (3 weeks)</p> <p><u>Statistics</u> (2 weeks)</p> <p><i>Consolidation (2 weeks)</i></p>
Year 3	<p><u>Number:</u> Number & Place value (3 weeks)</p> <p>Addition & Subtraction (5 weeks)</p>	<p><u>Number:</u> Multiplication & Division (4 weeks)*</p> <p><i>Consolidation (2 weeks)</i></p>	<p><u>Number:</u> Multiplication & Division (2 weeks)*</p> <p>Fractions (4 weeks)</p>	<p><u>Geometry:</u> Properties of shapes (2 weeks)</p> <p><u>Measurement:</u></p>	<p><u>Measurement:</u> Mass & Capacity (3 weeks)</p> <p>Money (2 weeks)</p>	<p><u>Measurement:</u> Time -including Roman Numerals (3 weeks)</p>

				Length & Perimeter (3 weeks) <i>Consolidation (1 week)</i>	<i>Consolidation (2 weeks)</i>	Statistics (2 weeks) <i>Consolidation (2 weeks)</i>
Year 4	Number: Number & Place value (4 weeks) Addition & Subtraction (3 weeks) <i>Consolidation (1 week)</i>	Number: Multiplication & Division (3 weeks)* Fractions (4 weeks) <i>Consolidation (1 week)</i>	Number: Multiplication & Division (3 weeks)* Geometry: Properties of shapes (2 weeks) <i>Consolidation (1 week)</i>	Number: Decimals (4 weeks) <i>Consolidation (2 weeks)</i>	Measurement: Money (2 weeks) Length & Perimeter (2 weeks) Area (1 week) <i>Consolidation (2 weeks)</i>	Geometry: Position & Direction (2 weeks) Measurement: Time (2 weeks) Statistics (2 weeks) <i>Consolidation (1 week)</i>
Year 5	Number: Number & Place value (3 weeks)* Addition & Subtraction (2 weeks) Multiplication & Division (2 weeks) <i>Consolidation (1 week)</i>	Number: Multiplication & Division (2 weeks)* Fractions, Decimals & Percentages (5 weeks) <i>Consolidation (1 week)</i>	Measurement: Area, perimeter (3 weeks) * Statistics (2 weeks) <i>Consolidation (1 week)</i>	Geometry: Properties of shapes (3 weeks)* Position & Direction (2 weeks) <i>Consolidation (1 week)</i>	Number: Negative numbers (1 week) * Multiplication & Division (2 weeks)* Measurement: Converting Units (2 weeks) <i>Consolidation (1 week)</i>	Number: Decimals (3 weeks)* Measurement: Volume (1 week)* Geometry: Angles (3 weeks)* <i>Consolidation (1 week)</i>
Year 6	Number: Number & Place value (2 weeks) Addition, Subtraction, Multiplication & Division (5 weeks) <i>Consolidation (1 week)</i>	Number: Fractions, Decimals & Percentages (7 weeks) <i>Consolidation (1 week)</i>	Measurement: Area, perimeter & volume (2 weeks) Geometry: Properties of shapes (3 weeks) <i>Consolidation (1 week)</i>	Geometry: Position & Direction (1 week) Statistics (2 weeks) Number: Ratio & proportion (2 weeks) <i>Consolidation (1 week)</i>	Number: Algebra (2 weeks) <i>Consolidation (2 weeks)</i> KS2 SATs (1 week)	Secondary ready <i>Consolidation (3 weeks)</i> Problem Solving (2 weeks) Themed Projects (2 weeks)

*where the unit content is split across the year