 St Anne (Stanley) C of E Primary School - Whole School Mathematics Curriculum Map 

Our Mathematics Curriculum Map for Years 1 to 6 is based on White Rose Teaching and Learning planning documents. For Early Years, it is based on the Early Years Foundation Stage (EYFS) Statutory Framework. For 2024 to 2025, children will continue to revisit prior learning; they will revise place value and multiplication and division facts. Consolidation activities will reinforce learning and provide opportunities for pre-learning. Teachers will use additional resources such as NCETM’s curriculum prioritisation resource to help shape lessons and to support White Rose planning. The four rules of number will feature strongly in the teaching and learning of Maths. Children will be given lots of opportunities to practise calculating using the four rules of number: addition, subtraction, multiplication and division. They will confidently apply their increasing fluency skills when problem solving and reasoning. Puzzles and quizzes will also play a part in challenging children to use what they know.

A ‘Daily Five’ activity will focus on gaps in children’s learning and children’s readiness to progress.

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| Term/ Year Group: Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | Number and Numerical Patterns: | | | | | |
|  | - Take part in finger rhymes with numbers  - React to changes of amount in a group of up to three items  - Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence  - Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’  - Notice patterns and arrange things in patterns | - Develop fast recognition of up to 3 (or more) objects, without having to count them individually (‘subertising’)  - Recite numbers past 5  - Say one number for each item in order: 1,2,3,4,5  - Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  - Show ‘finger numbers’ up to 5 - Solve real world mathematical problems with numbers up to 5  - Compare quantities using language: ‘more than’, ‘fewer than’ | - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5  - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’ | - Experiment with their own symbols and marks as well as numerals  - Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind  - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. | - Describe a familiar route  - Make comparisons between objects relating to size, length, weight and capacity  - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  - Combine shapes to make new ones – an arch, a bigger triangle, etc.  - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern |
| Reception | Number and Number Patterns: | | |  | | |
|  | - Count objects, actions and sounds.  - Continue, copy and create repeating patterns | - Subitise  - Understand the ‘one more than/one less than’ relationship between consecutive numbers  - Select, rotate and manipulate shapes to develop spatial reasoning skills | - Link the number symbol (numeral) with its cardinal number value  - Automatically recall number bonds for numbers 0–5  - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can | - Compare numbers  - Automatically recall number bonds for numbers 0–5 and some to 10 | - Count beyond ten  - Explore the composition of numbers to 10  - Compare length, weight and capacity | |
| Year 1 | - Number: Place Value (within 10)  - Number: Addition and Subtraction (within 10) | - Number: Addition and Subtraction (within 10)  - Geometry: Shape  - Consolidation | - Number: Place Value (within 20)  - Number: Addition and Subtraction (within 20)  - Number: Place Value within 50 | - Number: Place Value within 50  - Measurement: Length & Height  - Measurement: Mass & Volume | - Number: Multiplication & Division  - Number: Fractions  - Geometry: Position & Direction | - Number: Place Value within 100  - Measurement: Money  - Measurement: Time  - Consolidation |
| Year 2 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Addition & Subtraction  - Geometry: Shape | - Measurement: Money  -Number: Multiplication & Division | - Measurement: Length & Height  - Mass, Capacity & Temperature  -End of year assessment preparation & consolidation | - Number: Fractions  - Measurement: Time  - End of year assessment preparation & Consolidation | - Statistics  **-** Geometry: Position & Direction  - Consolidation |
| Year 3 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Addition and Subtraction  - Number: Multiplication & Division A | - Number:  Multiplication & Division B  - Measurement: Length & Perimeter | - Number: Fractions A  **-** Measurement: Mass & Capacity | - Number: Fractions B  - Measurement: Money  - Measurement: Time | - Measurement: Time  - Geometry: Shape  - Statistics  - Consolidation |
| Year 4 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Addition and Subtraction  - Measurement: Area - Number: Multiplication & Division A | - Number: Multiplication & Division B  - Measurement: Length & Perimeter:  - Number: Fractions | - Number: Fractions  - Number: Decimals A | - Number: Decimals B  - Measurement: Money  - Measurement: Time | - Consolidation  - Geometry: Shape  - Statistics  - Geometry: Position & Direction |
| Year 5 | - Number: Place Value  - Number: Addition and Subtraction | - Number: Multiplication & Division A  - Number: Fractions A | - Number: Multiplication & Division B  - Number: Fractions B | - Number: Decimals & Percentages  - Measurement: Perimeter & Area  - Statistics | - Geometry: Shape  - Geometry: Position & Direction  - Number: Decimals | - Number: Decimals  - Number -Negative Numbers  - Measurement: Converting Units  - Measurement: Volume |
| Year 6 | - Number: Place Value  - Number: Addition & Subtraction  - Number: Multiplication & Division | - Number: Multiplication & Division  - Number: Fractions A  - Number: Fractions B  - Measurement: Converting Units | - Number: Ratio  - Number: Algebra  - Number: Decimals | - Number: Fractions, Decimals & Percentages  - Measurement: Area, Perimeter & Volume  - Statistics  - SATs preparation & Consolidation | - Geometry: Shape  **-** Geometry: Position & Direction  - SATs preparation & Consolidation | - Consolidation/ Investigations/ KS3 preparation |

The Mathematics Curriculum Map is reviewed annually by the Mathematics Lead – Miss Nurse