Lea Community Primary School

Maths Curriculum Map

Academic Year 2023-2024

EYFS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Baseline		<u>Subtising</u> Subitise within 3. Identify sub-groups in larger arrangements. Create patterns for numbers within 4. Practise using fingers to represent quantities which they can subitise. Subitise in a range of contexts, including temporal patterns made by sounds. <u>Cardinality, ordinality and counting</u> Count in a sequence and relate this to cardinality, seeing that the last number spoken gives the number in the entire set. Count in a sequence, including through rhyme and song. Use 1:1 correspondence, including by coordinating movement and counting. Know that anything can be counted, including actions and sounds. Know a range of strategies which support accurate counting. <u>Composition</u> Know that all numbers can be made of 1s. Know how to compose their own collections within 4. <u>Comparisons</u> Know that sets can be compared according to a range of attributes, including by their numerosity. Know and use the language of comparison, including 'more than' and 'fewer than'. Know how to compare sets 'just by looking'. <u>Patterns and connections</u> Know how to 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. Know how to extend and create ABAB patterns – stick, leaf, stick, leaf. Know how to correct an error in a repeating pattern. <u>Shape, space and measure</u> Match objects which are the same. Explain when something is the odd one out or the same. Apply language: tall, long, short, big, little, large and small. Compare and order objects by size. Copy, continue and create their own repeating patterns. Including shapes, colours, sizes actions and sounds.				

Autumn 2	<u>Subtising</u> Subitise within 5, perceptually and conceptually, depending on the arrangements. <u>Cardinality, ordinality and counting</u> Know about the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Know how to count beyond 5, recognise numerals, relating to these to quantities they can subitise and count. <u>Composition</u> Know the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Know the composition of numbers within 5. <u>Comparisons</u> Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. <u>Shape, space and measure</u> Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Know that circles have one curved side and triangles have 3 straight sides. Begin to know and use positional language to describe how items are positioned in relation to other items. Know that squares and rectangles have 4 straight sides and 4 corners. Kno and use time language: day, night, morning, afternoon, before, after, today, tomorrow. Know how to measure time in simple ways e.g. counting a number of sleeps to an important event or using sand timers to measure duration of events.		
Spring 1	<u>Subtising</u> Subitise by continuing to explore patterns within 5, including structured and random arrangements. Know a range of patterns made by some numbers greater than 5, including structures patterns in which 5 is a clear part. Know which patterns show a small group and '1 more'. Match arrangements to finger patterns. <u>Cardinality, ordinality and counting</u> Verbally count to 20 and beyond.		

	Count objects, using a range of strategies to develop accuracy. Count using cardinality, including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number. <u>Composition</u> Know the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. Know the composition of 6, linking this to familiar patterns including symmetrical patterns. Know that numbers within 10 can be composed of '5 and a bit.' <u>Comparisons</u> Compare sets using the language of comparison and play games which involve comparing sets. Compare sets by matching, identifying when sets are equal. Know ways of making unequal sets equal. <u>Shape, space and measure</u> Know position through words alone – for example: "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Know the language: heavy, heavier than, heaviest, light, lighter than, lightest. Compare items			
Spring 2	<u>Subtising</u> Know what a symmetrical pattern looks like, in which each side is a familiar pattern, linking this to 'doubles'. <u>Cardinality, ordinality and counting</u> Consolidate understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20. <u>Composition</u> Composition of odd and even numbers, looking at the 'shape'of the numbers. Link even numbers to doubles. Know the composition of numbers within 10. <u>Comparisons</u> Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. <u>Shape, space and measure</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Know which 3D shapes roll and which shapes stack. Know some 3D shape names such as: cuboid, cone, pyramid, prism, sphere, cylinder and cube. Create complex patterns such as: ABB, AAB, AABB, AABBB.			

Summer 1	<u>Subtising</u> Know familiar subsitising arrangements, including those which expose '1 more' or 'doubles' patterns using subsitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subsitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subsitised. <u>Cardinality, ordinality and counting</u> Verbally count to 20 and beyond, including counting from different starting numbers. Count with more confidence and accuracy in both verbal and object counting. <u>Composition</u> Know the composition of 10. <u>Comparisons</u> Order sets of objects, linking this to their understanding of the ordinal number system. <u>Shape, space and measure</u> Consolidate knowledge of capacity (full and empty.) Consolidate knowledge of length and height. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Rotate shapes to fill a given space when completing jigsaws and shape puzzles. Match arrangements of shapes using positional language to describe where the shapes are in relation to one another. Match shapes with coloured pictures and progress to pictures with the outline only. Focusing on shape rather than colour. Design own pictures using pattern/shape blocks. Know that shapes can be combined and separated to make new shapes. Know that places and models can be replicated.		
Summer 2	*In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.*		

	<u>Shape, Space and Measure</u> Replicate simple constructions, models, real places and place sin stories. Use positional language to describe where objects are in relation to other items. Know that there is a relationship between numbers and shapes such as Cuisenaire rods, Numicon and multi-link cubes. Know that they can make maps and plans to represent places and use these to see where things are in relation to other things. Create their own maps to represent models they build, familiar places and places in stories.	

Year 1 3:1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Place value quantities and measures *Shape* *Recognise and name 2D and 3D shapes*		Part whole relationship *Shape* *Sort 2D and 3D shapes by their properties*	Composition of number 0:5 *Shape* *Sort 2D and 3D shapes by their properties*	Composition of number 6-10 *Shape* *Create patterns with 2D and 3D shapes*			
Autumn 2	Additive structures Partitioning and aggregation *Consolidation – 2D shape*		Additive structures Augmentation and reduction *Consolidation- 3D Shape*			Addition and subtraction within 10		
Spring 1	Composition of number multiples of 10-100 *Length and height* *Compare length and height*		Composition of numbers 20-100 *Length and height* *Measure length in cm*					
Spring 2	Composition of numbers 20-100	Composition of numbers 11-19 *Consolidation- Length and height*			Counting, unitising and coins *Length and height*			

	Consolidation- length and height					
Summer 1	Counting, unitising and coins *Length and height*	Money *Mass and volume*	Position and direction *Mass and volume*	Consolidation addition and subtraction *Mass and volume*		
Summer 2	Fractions *Telling the time* *Before and after* *Days of the week* *Months of the year*		Telling the time Hours, minutes and seconds Tell the time to the hour Tell the time to the nearest half hour		Consolidation	

Year 2 3:1 Number: shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Telling the time		Addition and subtraction bridging 10 *Shape*		Subtraction as difference *Shape*	Addition and subtraction: 2 digit and single digit numbers. *Shape*		
Autumn 2	Addition and subtraction: 2 digit numbers and multiples of ten *Shape*			Addition: two digit and two digit numbers *Shape*	Subtraction *Shape*	Structures: multiplication representing equal groups *Shape*		Consolidation
Spring 1	Times tables Groups of 2 *Length and height*	Times tables Groups of 5 and 10 and factors of 0 and 1		Commutativity, doubling and halving *Length and height*				

		Length and height				
Spring 2	Quotitive and partitive division *Mass, capacity and temperature*		Fractions (See guidance for teaching fractions in KS1) *Mass, capacity and temperature*			

Summer 1	Fractions *Mass, capacity and temperature*		Money		
Summer 2	Statistics	Position and direction	Consolidation		

Year 3 4:1 number: shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Telling the time		Composition and calculation. 100 and bridging 100 *Recap year 2 shape*	Composition and calculation: 3 digit numbers *Recap year 2 shape*		Securing mental strategies: Calculation up to 999 *Year 3 Shape*	Column addition *Year 3 shape*	
Autumn 2	Column addition *Length and perimeter*	Column subtraction *Length and perimeter*		Consolidation *Length and perimeter*	Times tables 2,4 8 and relationships *Length and perimeter*			Consolidation *Mass and capacity*
Spring 1	Times tables 3, 6, 9and relationships *Mass and capacity*		7 and patterns *Mass and capacity*		Money *Mass and capacity*			
Spring 2	Money *Mass and capacity*		Consolidation	Fractions: Part whole relationship *Shape and measure consolidation*	Unit fractions: identifying, representing and comparing *Shape and measure consolidation*			
Summer 1	Non-unit fractions: identifying, representing and comparing *Shape and measure consolidation*		Adding and subtracting within one whole *Statistics*			Consolidation		
Summer 2	Statistics		Time consolidation		Consolidation			

Year 4 4:1 number/shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Telling the time		Place value (Shape y3 consolidation)					
Autumn 2	Addition and subtraction (length and perimeter)			Multiplication and division (Length and perimeter)				Consolidation
Spring 1	Fractions							
Spring 2	Decimals (Area)			Decimals (Shape Y4)		Consolidation		
Summer 1	Money				Consolidation			
Summer 2	Statistics			Position and direction	Consolidation			

Year 5 4:1 number/shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Telling the time		Place value Area and perimeter			Addition and subtraction Area and Perimeter		
Autumn 2	Statistics Area and perimeter 2		Multiplication and division Area and perimeter 5					
Spring 1	Multiplication and division Properties of shape	Fractions Properties of shape						
Spring 2	Decimals and percentages Properties of shape			Decimals Properties of shape				
Summer 1	Decimals		Properties of shape (1 number consolidation)			Position and direction		
Summer 2	Converting units (1 number consolidation)			Volume		Consolidation/catch up		

Year 6 4:1 number and shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Telling the time *Shape*		Place value *Shape*		Addition and subtraction *Shape*			
Autumn 2	Multiplication and division *Shape*	Fractions *Shape*					Consolidation/catch up	
Spring 1	Ratio *Converting units*		Algebra *Converting units*		Decimals *Converting units*			
Spring 2	Fractions, decimals and percentages *Area/perimeter/volume*				Statistics *Area/perimeter/volume*			
Summer 1	Consolidation	SATs	Position and direction		Consolidation			
Summer 2	Consolidation and themed weeks							