

Lea Community Primary School



Maths Curriculum Map



Academic Year 2025-2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Baseline		<p><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.</p> <p><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.</p> <p><u>Composition</u> Know that all numbers can be made of 1s. Know how to compose their own collections within 4.</p> <p><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'.</p> <p><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.</p> <p><u>Shape, space and measure</u> Match objects which are the same. Explain when something is the odd one out or the same. Make comparisons between objects relating to size, length, weight and capacity. 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.</p>					
Autumn 2	<p><u>Subtising</u> Subitise within 5, perceptually and conceptually, depending on the arrangements.</p>							

	<p><u>Cardinality, ordinality and counting</u></p> <p>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.</p> <p><u>Composition</u></p> <p>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.</p> <p><u>Comparisons</u></p> <p>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.</p> <p><u>Shape, space and measure</u></p> <p>Copy, continue and create their own repeating patterns. Including shapes, colours, sizes actions and sounds. Know 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. Create complex patterns such as: ABB, AAB, AABB, AABBB.</p>
Spring 1	<p><u>Subitising</u></p> <p>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.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>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.</p> <p><u>Composition</u></p> <p>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.'</p> <p><u>Comparisons</u></p> <p>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.</p> <p><u>Shape, space and measure</u></p> <p>Know that circles have one curved side and triangles have 3 straight sides.</p>

	<p>Begin to know and use positional language to describe how items are positioned in relation to other items.</p>			
<p>Spring 2</p>	<p><u>Subitising</u></p> <p>Know what a symmetrical pattern looks like, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>Consolidate understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20.</p> <p><u>Composition</u></p> <p>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.</p> <p><u>Comparisons</u></p> <p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p><u>Shape, space and measure</u></p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Know that squares and rectangles have 4 straight sides and 4 corners.</p>			
<p>Summer 1</p>	<p><u>Subitising</u></p> <p>Know familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns using subitising 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 subitise 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 subitised.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>Verbally count to 20 and beyond, including counting from different starting numbers. Count with more confidence and accuracy in both verbal and object counting.</p> <p><u>Composition</u></p> <p>Know the composition of 10.</p> <p><u>Comparisons</u></p> <p>Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p><u>Shape, space and measure</u></p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Know which 3D shapes roll and which shapes stack. Know some 3D shape names such as: cuboid, cone, pyramid, prism, sphere, cylinder and cube. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>			

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	<u>Previous reception experience and counting within 100</u> <i>Consolidate EYFS shape.</i>				<u>Comparison Part whole relationship</u> Introducing whole and parts <i>Recognise, decompose and manipulate 2D and 3D shapes</i>			
Autumn 2	<u>Composition of number 0-5</u> <i>Recognise, decompose and manipulate 2D and 3D shapes</i>			<u>Composition of number 6-10</u> <i>Recognise, decompose and manipulate 2D and 3D shapes</i>				Consolidation
Spring 1	<u>Additive structures-</u> introduction to aggregation and partitioning <u>Additive structures-</u> augmentation and reduction <i>Recognise, decompose and manipulate 2D and 3D shapes</i>				<u>Addition and subtraction facts within 10</u> <i>Recognise, decompose and manipulate 2D and 3D shapes</i>			
Spring 2	<u>Composition of numbers- 10 to 100</u> <i>Recognise, 2D and 3D shapes</i>	<u>Composition of numbers 20-100</u> <i>Recognise, decompose and manipulate 2D and 3D shapes</i>			<u>Composition of numbers 11-19</u> <i>Recognise, decompose and manipulate 2D and 3D shapes</i>			
Summer 1	<u>Unitising and coin recognition</u> <i>Position and direction</i>	<u>Unitising and coin recognition</u> <i>Position and direction</i>		<u>Unitising and coin recognition</u> <i>Position and direction</i>		<u>Unitising and coin recognition</u> <i>Position and direction</i>		
Summer 2	Fractions Practically find halves and quarters of shapes. <i>Measures- comparing length and height</i>			Time <i>Measures- comparing weight and mass</i>			Multiplication <i>Measures- comparing weight and mass</i>	

Year 2

Year 2 4:1 Number: shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Revisit Y1 Place value <i>Consolidate Y1 shape</i>		<u>Numbers 10 to 100</u> <i>Y2 shape</i>				<u>Calculation within 20</u> <i>Y2 shape</i>	
Autumn 2	<u>Calculation within 20</u> - <u>Subtraction as difference</u> <i>Y2 shape</i>		<u>Fluently add and subtract within 10.</u> <i>Y2 shape</i>	<u>Addition: two digit and two digit numbers</u> <i>Y2 shape</i>		<u>Subtraction: two digit and two digit numbers</u> <i>Statistics</i>	Consolidation	
Spring 1	Addition and subtraction consolidation – additive structures <i>Money</i>							
Spring 2	<u>Introduction to multiplication</u> - <u>Structures</u> - <u>2 Times Tables</u> - <u>5 and 10 Times Tables</u> <i>Shape consolidation</i>			<u>Introduction to multiplication</u> - <u>Structures</u> - <u>2 Times Tables</u> - <u>5 and 10 Times Tables</u> <i>Position and direction</i>				
Summer 1	<u>Multiplication and division doubling, halving</u> <i>Mass, capacity, volume and temperature</i>			<u>Quotitive and partitive division</u> <i>Mass, capacity, volume and temperature</i>				
Summer 2	<u>Fractions</u> (See guidance for teaching fractions in KS1) <i>Mass, capacity, volume and temperature</i>				<u>Telling the time</u>			

Year 3 4:1 number: shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	<u>Place value</u> - numbers to 1000 <i>Recap Y2 shape</i>							
Autumn 2	<u>Calculation – bridging 100</u> <i>Year 3 shape- angles</i>	<u>Mental calculation</u> <i>Y3 shape- lines</i>			<u>Column addition</u> <i>Y3 shape- lines</i>			Consolidation
Spring 1	<u>Column subtraction</u> <i>Y3 shape- lines</i>	<u>Times tables</u> 2, 4 and 8 <i>Money</i>			<u>Times tables</u> 3, 6 and 9 <i>Money</i>			
Spring 2	<u>Times tables</u> 3, 6 and 9 <i>Money</i>	Consolidate multiplication <i>Length</i>	<u>Fractions: Part whole relationship</u> <i>Length</i>	<u>Unit fractions: identifying, representing and comparing</u> <i>Length</i>				
Summer 1	<u>Non-unit fractions: identifying, representing and comparing</u> <i>Perimeter</i>	<u>Adding and subtracting within one whole</u> <i>Perimeter</i>			Statistics <i>Perimeter</i>			
Summer 2	Number and place value consolidation <i>Weight and capacity</i>	<u>Time</u> <i>Weight and capacity</i>			Multiplication 2 digit by one digit <i>Weight and capacity</i>			Consolidation

Year 4

Year 4 4:1 number/shape

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Review of place value and column addition <i>Revisit Y3 shape- angles and lines</i>			Place value- four digit numbers <i>Y4 angles and shape</i>				
Autumn 2	Rounding <i>Shape- Symmetry</i>			Column addition and subtraction – four digit numbers Shape- Symmetry				
Spring 1	Revisit 3, 6 and 9 times tables Review Y3 money <i>Co-ordinates</i>	7 times tables <i>Co-ordinates</i>	11 and 12 times tables <i>Co-ordinates</i>		Statistics			
Spring 2	Multiplicative reasoning <i>Length</i>	Division with remainders <i>Length</i>	Short multiplication <i>Area and perimeter</i>		Short division <i>Area and perimeter</i>			
Summer 1	Short division <i>Area and perimeter</i>	Revisit y3 fractions	Decimals- tenths <i>Area and perimeter</i>		Decimals- hundredths and thousandths <i>Area and perimeter</i>			
Summer 2	Fractions greater than 1 <i>Money</i>		Multiplying fractions <i>Money</i>		Time <i>Money</i>		Consolidation	

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Composition and calculation: multiples of 1,000 up to 1,000,000 SSM - money			Y4 Recap: column addition and subtraction SSM - money	Common structures & the part whole relationship SSM - money	Decimals & Fractions Y4 recap- area and perimeter		
Autumn 2	Negative numbers See also: https://www.ncetm.org.uk/classroom-resources/primm-127-negative-numbers-counting-comparing-and-calculating/ Area and scaling			Short multiplication and division Area and scaling				
Spring 1	Short multiplication and division Volume			Combining multiplication with addition and subtraction NCETM Volume				
Spring 2	Calculating with decimal fractions NCETM Angles NCETM				Consolidation			
Summer 1	Factors, multiples and primes NCETM Angles NCETM				Fractions NCETM Converting units NCETM			
Summer 2	Fractions NCETM Converting units NCETM				Consolidate key skills in preparation for Y6.			

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	Place value <i>Shape</i>			Addition and subtraction <i>Shape</i>		Multiplication and division <i>Shape</i>		
Autumn 2	Multiplication and division <i>Shape</i>	Fractions <i>Shape</i>					Consolidation/catch up	
Spring 1	Ratio <i>Converting units</i>		Algebra <i>Converting units</i>		Decimals <i>Converting units</i>			
Spring 2	Fractions, decimals and percentages <i>Area/perimeter/volume</i>				Statistics <i>Area/perimeter/volume</i>			
Summer 1	<i>Time</i>	SATs	<i>Position and direction</i>		Consolidation			
Summer 2	Consolidation and themed weeks							