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| **Autumn 1** | **Week 1**  September 7, 2021 | **Week 2**  September 13, 2021 | **Week 3**  September 20, 2021 | **Week 4**  September 27, 2021 | **Week 5**  October 4, 2021 | **Week 6**  October 11, 2021 | **Week 7**  October 18, 2021 |
| **Nursery** | **Number**  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  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. | | | | **Number**  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language ‘more than’, ‘fewer than’. | | |
| **Reception** | Baseline | | Numbers (Using numbers 1 – 5) Children count reliably with numbers from 1 to 5 | | Numbers (Securing numbers 1-5) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. | | Shape, space and measures Explore characteristics of everyday objects and shapes and use mathematical language to describe them (focus on 2D shapes) Recognise, create and describe patterns. |
| **Year 1** | Number and Place Value: Numbers to 10 | | Calculations: Addition and Subtraction – Number Bonds | Calculations: Addition and Subtraction – Addition Within 10 | | Calculations: Addition and Subtraction – Subtraction within 10 | |
| **Year 2** | Number and Place Value: Numbers to 100 | | Calculations: Addition and Subtraction | | | Calculations: Multiplication of 2, 5 and 10 | |
| **Year 3** | Number and Place Value: Numbers to 1000 | | Calculations: Addition and Subtraction | | | | |
| **Year 4** | Number and Place Value: Numbers to 10 000 | | | Calculations: Addition and Subtraction | | | |
| **Year 5** | Number and Place Value: Numbers to 1 000 000 | | | Calculations: Addition and Subtraction | | Calculations: Multiplication and Division | |
| **Year 6** | Number and Place Value: Numbers to 10 Million | | Calculations: Four Operations on Whole Numbers | | | | |

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| **Autumn 2** | **Week 1**  November 1, 2021 | **Week 2**  November 8, 2021 | **Week 3**  November 15, 2021 | **Week 4**  November 22, 2021 | **Week 5**  November 29, 2021 | **Week 6**  December 6, 2021 | **Week 7**  December 13, 2021 |
| **Nursery** | **Shape**  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’.  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. | | **Number**  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  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. | | | **Measurement**  Make comparisons between objects relating to size, length, weight, and capacity. | |
| **Reception** | Numbers (Securing numbers 1-5) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Number Bonds to 5. | | | Shape, space and measures Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. | Numbers (Using numbers 1 – 10) Children count reliably with numbers from 1 to 10 | | Consolidation |
| **Year 1** | Geometry – Position and Direction: Positions | Number and Place Value: Numbers to 20 | | Calculations: Addition and Subtraction within 20 | | Geometry – Properties of Shapes: Shapes and Patterns | Measurement: Length and Height |
| **Year 2** | Calculations: Multiplication and Division of 2, 5 and 10 | | Measurement: Length | | Measurement: Mass | | Measurement: Temperature |
| **Year 3** | Calculations: Multiplication and Division | | | Calculations: Further Multiplication and Division | | | Measurement: Length |
| **Year 4** | Calculations: Multiplication and Division | | | | Calculations: Further Multiplication and Division | | |
| **Year 5** | Calculations: Multiplication and Division | | Calculations: Word Problems | Statistics: Graphs | | Fractions, Decimals and Percentages: Fractions | |
| **Year 6** | Fractions, Decimals and Percentages: Fractions | | | | Fractions, Decimals and Percentages: Decimals | | |

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| **Spring 1** | **Week 1**  January 5, 2022 | **Week 2**  January 10, 2022 | **Week 3**  January 17, 2022 | **Week 4**  January 24, 2022 | **Week 5**  January 31, 2022 | **Week 6**  February 7, 2022 | | **Week 6**  February 14, 2022 |
| **Nursery** | **Positional language**  Understand 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’. | | **Number**  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language ‘more than’, ‘fewer than’. | | | **Shape**  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’.  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. | | |
| **Reception** | Numbers (Using numbers 1 – 10) Children count reliably with numbers from 1 to 10 | Shape, space and measures Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. | | Numbers (Securing numbers 1-10) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Automatically recall number bonds up to 5 and some number bonds to 10 | | | | |
| **Year 1** | REVISION AND MID-YEAR (A) TESTS | REVIEW AND REMEDIATION | Number and Place Value: Numbers to 40 | | Calculations: Addition and Subtraction Word Problems | | | Calculations: Multiplication |
| **Year 2** | Statistics: Picture Graphs | MID-YEAR (A) TESTS AND REMEDIATION | Calculations: More Word Problems | Measurement: Money | | | Geometry – Properties of Shapes: 2-D Shapes | |
| **Year 3** | Measurement: Length | Measurement: Mass | | Measurement: Volume | | MID-YEAR (A) TESTS AND REMEDIATION | | Measurement: Money |
| **Year 4** | Calculations: Further Multiplication and Division | Statistics: Graphs | Fractions, Decimals and Percentages: Fractions | | | Measurement: Time | | |
| **Year 5** | Fractions, Decimals and Percentages: Fractions | | MID-YEAR (A) TESTS AND REMEDIATION | Fractions, Decimals and Percentages: Decimals | | | | Fractions, Decimals and Percentages: Percentage |
| **Year 6** | Measurement: Measurements | | Word Problems | MID-YEAR (A) TESTS AND REMEDIATION | Fractions, Decimals and Percentages: Percentage | Ratio and Proportion: Ratio | | |

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| **Spring 2** | **Week 1**  February 28, 2022 | **Week 2**  March 7, 2022 | | | **Week 3**  March 14, 2022 | **Week 4**  March 21, 2022 | | **Week 5**  March 28, 2022 | **Week 6**  April 4, 2022 |
| **Nursery** | **Pattern**  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.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern. | | | | | | | **Number**  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language ‘more than’, ‘fewer than’. | |
| **Reception** | Numbers (Securing numbers 1-10) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. | Shape, space and measures Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems. | | | Numbers (Using numbers 1 – 20) Children count reliably with numbers from 1 to 20 Recognises numerals 1 to 20. | | | | |
| **Year 1** | Calculations: Multiplication | Calculations: Division | | | Fractions: Fractions | Number and Place Value: Numbers to 100 | | | Measurement: Time |
| **Year 2** | Geometry – Properties of Shapes: 3-D shapes | | | Fractions: Fractions | | | | | |
| **Year 3** | Measurement: Money | | Measurement: Time | | | | | | |
| **Year 4** | MID-YEAR (A) TESTS AND REMEDIATION | Fractions, Decimals and Percentages: Decimals | | | | | | | Measurement: Money |
| **Year 5** | Geometry – Properties of Shapes: Geometry | | | | | | Geometry – Position and Direction: Position and Movement | Measurement: Measurements | |
| **Year 6** | Algebra: Algebra | | Measurement: Area and Perimeter | | | | | Geometry – Properties and Shapes: Geometry | Geometry – Position and Direction: Position and Movement |

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| **Summer 1** | **Week 1**  April 26, 2022 | | **Week 2**  May 2, 2022 | **Week 3**  May 9, 2022 | **Week 4**  May 16, 2022 | **Week 5**  May 25, 2022 |
| **Nursery** | **Shape**  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’.  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. | | **Measurement**  Make comparisons between objects relating to size, length, weight, and capacity. | **Pattern**  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.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern. | **Positional language**  Understand 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’. | **Number**  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language ‘more than’, ‘fewer than’. |
| **Reception** | Consolidation:  Numbers (Securing numbers 1-20) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. | | Numerical Patterns: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | Number: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | Shape, space and measures: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |
| **Year 1** | Measurement: Time | | Measurement: Money | Measurement: Volume and Capacity | Measurement: Mass | Geometry – Position and Direction: Space |
| **Year 2** | REVIEW AND REVISIT TOPICS | | Measurement: Time | Measurement: Volume | SATs | Measurement: Time |
| **Year 3** | Statistics: Picture Graphs and Bar Graphs | | Fractions, Decimals and Percentages: Fractions | | | |
| **Year 4** | Measurement: Money | Measurement: Mass, Volume and Length | | | | Measurement: Area of Figures |
| **Year 5** | Measurement: Measurements | | Measurement: Area and Perimeter | | | Measurement: Volume |
| **Year 6** | Statistics: Graphs and Averages | | Number and Place Value: Negative Numbers | SATs | Measurement: Volume | Geometry – Properties and Shapes: Geometry |

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| **Summer 2** | **Week 1**  June 6, 2022 | **Week 2**  June 13, 2022 | **Week 3**  June 20, 2022 | **Week 4**  June 27, 2022 | **Week 5**  July 4, 2022 | **Week 6**  July 7, 2022 | **Week 7**  July 18, 2022 |
| **Nursery** | **Number**  Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond ten.  Compare numbers.  Understand the ‘one more than/one less than’ relationship between consecutive numbers. | | | | | | **TRANSITION** |
| **Reception** | Have a deep understanding of number to 10, including the composition of each number  Subitise (recognise quantities without counting) up to 5 | Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts  Verbally count beyond 20, recognising the pattern of the counting system | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Compare, describe and solve practical problems for:  Length  Weight  Capacity | Talk about and explore 2D and 3D shapes using informal mathematical language  Select, rotate and manipulate shapes in order to develop spatial reasoning skills  Compose and decompose shapes- recognition that a shape can have shapes  within it (just like a number) |
| **Year 1** | REVISION AND END-OF-YEAR (B) TESTS | REVIEW AND REMEDIATION | | | | |
| **Year 2** | Measurement: Time | Measurement: Volume | REVIEW AND REVISIT TOPICS | REVISION AND END-OF-YEAR (B) TESTS | REVIEW AND REVISIT TOPICS | |
| **Year 3** | Fractions, Decimals and Percentages: Fractions | | Geometry – Properties of Shapes: Angles | | Geometry – Properties of Shapes: Lines and Shapes | Geometry – Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures  END-OF-YEAR (B) TESTS AND REMEDIATION |
| **Year 4** | Measurement: Area of Figures | Geometry – Properties of Shapes: Geometry | | | Geometry – Position and Direction: Position and Movement | Number and Place Value: Roman Numerals  END-OF-YEAR (B) TESTS AND REMEDIATION |
| **Year 5** | Measurement: Volume | Number and Place Value: Roman Numerals | REVIEW AND REVISION | END-OF-YEAR (B) TESTS AND REMEDIATION | REVIEW AND REMEDIATION | |
| **Year 6** | Geometry – Properties and Shapes: Geometry | Geometry – Position and Direction: Position and Movement | Statistics: Graphs and Average | REVISIT TOPICS | REVISION AND END-OF-YEAR (B) TESTS | REVISIT TOPICS |