# Victoria Road Primary School
# Whole School Maths Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | **In Autumn Term, children in Reception will:** <br>• identify when a set can be subitised and when counting is needed <br>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame <br>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills <br>• spot smaller numbers 'hiding' inside larger numbers <br>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers <br>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number <br>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds <br>• compare sets of objects by matching <br>• begin to develop the language of 'whole' when talking about objects which have parts | | **In Spring Term, children in Reception will:** <br>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals <br>• begin to identify missing parts for numbers within 5 <br>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame <br>• focus on equal and unequal groups when comparing numbers <br>• understand that two equal groups can be called a 'double' and connect this to finger patterns <br>• sort odd and even numbers according to their 'shape' <br>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern <br>• order numbers and play track games <br>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | | **In Summer Term, children in Reception will:** <br>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds <br>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame <br>• compare quantities and numbers, including sets of objects which have different attributes <br>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <br>• begin to generalise about 'one more than' and 'one less than' numbers within 10 <br>• continue to identify when sets can be subitised and when counting is necessary <br>• develop conceptual subitising skills including when using a rekenrek | |
| Year 1 | Numbers to 10 <br> Addition and Subtraction within 10 <br> Shapes and patterns | Numbers to 20 <br> Addition and subtraction within 20 | Time <br> Exploring calculation strategies within 20 <br> Numbers to 50 | Addition and subtraction within 20 <br> Fractions <br> Measures: Length and mass | Numbers 50 to 100 and beyond <br> Addition and subtraction (applying strategies) <br> Money | Multiplication and division <br> Measures: Capacity and volume |
| Year 2 | Numbers within 100 <br> Addition and subtraction of 2-diit numbers <br> Addition and subtraction word problems | Measures: length <br> Graphs <br> Multiplication and division | Time <br> Fractions <br> Addition and subtraction of 2-digit numbers | Money <br> Faces, shapes and patters; lines and turns | Numbers within 1000 <br> Measures: Capacity and volume <br> Measures: Mass | Exploring calculation strategies <br> Applying multiplicative thinking |
| Year 3 | Number sense and exploring calculation strategies <br> Place Value <br> Graphs | Addition and subtraction <br> Length and perimeter | Multiplication and division <br> Calculation with multiplication and division | Time <br> Fractions | Angles and shape <br> Measures | Applying multiplicative thinking <br> Exploring calculation strategies and place value(Y4) |
| Year 4 | Reasoning with 4-digit numbers <br> Addition and subtraction <br> Multiplication and division | Multiplication and division <br> Interpreting and presenting data | Calculating with multiplication and division <br> Fractions | Time <br> Decimals <br> Area and perimeter | Solving measures and money problems <br> Shape and symmetry | Position and direction <br> Reasoning with patterns and sequences <br> 3D shape |
| Year 5 | Reasoning with large whole numbers <br> Problem solving with integer addition and subtraction <br> Line graphs and timetables | Multiplication and division <br> Perimeter and area | Fractions and decimals <br> Angles | Fractions and percentages <br> Transformations | Converting units of measure <br> Calculating with whole number and decimals | 2D and 3D shape <br> Volume <br> Problem Solving |

**Legend:**
Number and place value | Addition and subtraction | Multiplication and division | Fractions (including decimals and percentages) | Measurement
Geometry – properties and shapes | Geometry – position and direction | Statistics | Ratio and proportion | Algebra

| Year 6 | Integers and decimals <br> Multiplication and division | Calculation problems <br> Fractions <br> Missing angles and lengths | Coordinates and shape <br> Fractions <br> Decimals and measures | Percentages and statistics <br> Proportion problems | Consolidation | Consolidation |
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Number and place value    Addition and subtraction    Multiplication and division    Fractions (including decimals and percentages)    Measurement

Geometry – properties and shapes    Geometry – position and direction    Statistics    Ratio and proportion    Algebra