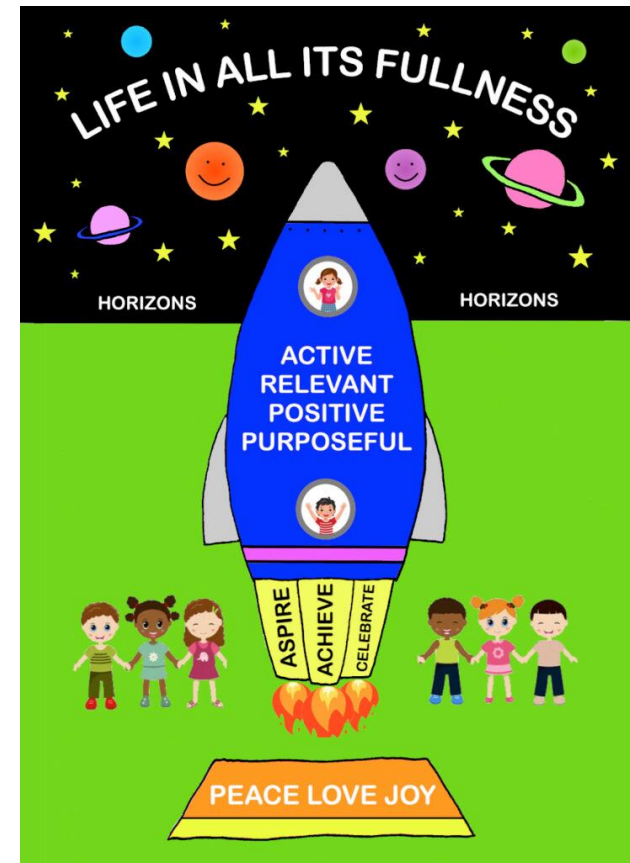




Stratford-sub-Castle CE (VC) Primary School

Maths Long Term Overview

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Review Date:	July 2024
To be read in conjunction with	Maths Vocabulary Progression Maths Knowledge and Skills Progression Maths 'How to' guide Calculation Progression National Curriculum Unit plans & knowledge organisers



Long Term Overview – Butterfly Class – EYFS

Maths overview – EYFS						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
NCETM – Number and Numerical Patterns	<p>• Baseline assessment</p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • 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 • focus on equal and unequal groups when comparing numbers 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • 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 	
	<p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • 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 • 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 • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 		<p>understand that two equal groups can be called a ‘double’ and connect this to finger patterns</p> <ul style="list-style-type: none"> • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<p>begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	
White Rose – Shape, Space and Measure (Not assessed in Early Learning Goals)	<p>Baseline</p> <p>Compare size, mass capacity</p> <p>Explore pattern</p>	<p>Circles and triangles</p> <p>Positional language</p>	<p>Shapes with 4 sides</p> <p>Time</p> <p>Compare mass</p> <p>Compare capacity</p>	<p>Length and height</p> <p>Time</p> <p>Patterns</p> <p>Special awareness</p> <p>3D shapes</p>	<p>Spatial reasoning 1</p> <p>Visualise and build</p> <p>Spatial reasoning 2</p> <p>Sharing and grouping</p>	<p>Spatial reasoning 3</p> <p>Spatial mapping</p> <p>Mapping</p>

Butterfly Class - Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Place Value (within 10)	Place Value (within 10)	Place Value (within 10)	Place Value (within 10)	Place Value (within 10)	Addition & Subtraction (within 10)	Addition & Subtraction (within 10)
Autumn Term 2	Addition & Subtraction (within 10)	Addition & Subtraction (within 10)	Addition & Subtraction (within 10)	Addition & Subtraction (within 10)	Shape	Shape	Consolidation / Investigations
Spring Term 3	Place Value (within 20)	Place Value (within 20)	Place Value (within 20)	Place Value (within 20)	Addition & Subtraction (within 20)	Addition & Subtraction (within 20)	
Spring Term 4	Addition & Subtraction (within 20)	Place Value (within 50)	Place Value (within 50)	Length and Height	Length and Height	Mass & Volume	
Summer Term 5	Mass & Volume	Multiplication and Division	Multiplication and Division	Multiplication and Division	Fractions	Fractions	
Multiplication and Division	Position and Direction	Place value (within 100)	Place value (within 100)	Money	Time	Time	Consolidation / Investigations

Long Term Overview – Owl Class – Y1/Y2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Geometry	Geometry <i>Assessment & Feedback</i>	Geometry	Place Value Y1 – nos to 20 Y2 – nos to 100	Place Value Y1 – nos to 20 Y2 – nos to 100	Place Value Y1 – nos to 20 Y2 – nos to 100	Place Value Y1 – nos to 20 Y2 – nos to 100
Autumn Term 2	Addition & Subtraction Y1 – nos to 20 (incl. money) Y2 – nos. within 100 (incl. money)	Addition & Subtraction Y1 – nos to 20 (incl. money) Y2 – nos. within 100 (incl. money)	Addition & Subtraction Y1 – nos to 20 (incl. money) Y2 – nos. within 100 (incl. money)	Addition & Subtraction Y1 – nos to 20 (incl. money) Y2 – nos. within 100 (incl. money)	Y1 - Place Value & Multiplication (nos to 50) Y2 – Multiplication	Y1 - Place Value & Multiplication (nos to 50) Y2 – Multiplication <i>Assessment & Feedback</i>	Consolidation / Investigations
Spring Term 3	Y1 - Place Value & Multiplication (nos to 50) Y2 - Multiplication	Y1 - Place Value & Multiplication (nos to 50) Y2 - Multiplication	Division	Division	Fractions	Fractions	
Spring Term 4	Fractions	Fractions Y1 – Place Value to 100	Fractions Y1 – Place Value to 100	Measure – Time	Measure – Time	Measure – Time <i>Assessment & Feedback</i>	
Summer Term 5	Measurement Y1 – weight and volume Y2 – mass, capacity and temperature	Measurement Y1 – weight and volume Y2 – mass, capacity and temperature	Problem solving and efficient methods	Problem solving and efficient methods	Problem solving and efficient methods	Consolidation / Investigations	
Summer Term 6	Measurement Y1 – weight and volume Y2 - Statistics	Measurement Y1 – weight and volume Y2 - Statistics	Geometry – position & direction	Geometry – position & direction	<i>Assessment & Feedback</i>	Consolidation / Investigations	Consolidation / Investigations

Long Term Overview – Robin Class – Y3/Y4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Place Value	Place Value <i>Assessment & Feedback</i>	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction	Consolidation / Investigations
Autumn Term 2	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Multiplication and Division <i>Assessment & Feedback</i>	Multiplication and Division
Spring Term 3	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Measure – length, perimeter and area	Measure – length, perimeter and area	
Spring Term 4	Measure – length, perimeter and area	Measure – length, perimeter and area	Fractions	Fractions	Fractions <i>Assessment & Feedback</i>	Fractions	
Summer Term 5	Y4 – Decimals Y3 – Mass & Weight	Y4 – Decimals Y3 – Mass & Weight	Y4 – Decimals Y3 – Mass & Weight	Y4 – Decimals Y3 – Consolidation / Investigations	Money	Money	
Summer Term 6	Time	Time	Geometry - shape	Geometry - shape	Geometry – position & direction	Statistics	Consolidation / Investigations

Long Term Overview – Woodpecker Class – Y4/ Y5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Place Value	Place Value <i>Assessment & Feedback</i>	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction
Autumn Term 2	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Multiplication and Division <i>Assessment & Feedback</i>	Multiplication and Division
Spring Term 3	Multiplication and Division	Multiplication and Division	Multiplication and Division	Fractions	Fractions	Fractions	
Spring Term 4	Fractions	Fractions	Fractions	Fractions	Decimals <i>Assessment & Feedback</i>	Decimals	
Summer Term 5	Y4 –Decimals Y5 - Percentages	Y4 –Decimals Y5 - Percentages	Measure – converting units	Measure – length, perimeter and area	<i>Assessment & Feedback</i> Measure – length, perimeter and area	Measure – length, perimeter and area	
Summer Term 6	Geometry – Properties of Shape <i>Y4 - MTC</i>	Geometry – Properties of Shape <i>Y4 - MTC</i>	Geometry – Properties of Shape / Position and Direction	Statistics	Statistics <i>Assessment & Feedback</i>	Measure - Time	Consolidation / Investigations

Long Term Overview – Fox Class – Y6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Place Value (including decimals)	Place Value (including decimals) <i>Assessment & Feedback</i>	Place Value (including decimals)	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Multiplication and Division
Autumn Term 2	Multiplication and Division	Multiplication and Division	Multiplication and Division	Fractions	Fractions	Fractions <i>Assessment & Feedback</i>	Geometry – Position & Direction
Spring Term 3	Fractions	Ratio	Ratio	Decimals	Percentages	Percentages <i>(Mock SATS)</i>	
Spring Term 4	Measure – converting units	Measure – perimeter & area	Measure – perimeter & area	Geometry – properties of shape	Geometry – properties of shape	Geometry – properties of shape	
Summer Term 5	Algebra	Review all skills	Review all skills	<i>SATS Week</i>	Statistics – graphs/charts	Statistics – graphs/charts	
Summer Term 6	Statistics – Reading timetables	Revise any aspects (as required)	Revise any aspects (as required)	Topical Maths / Transition Activities (ie Calculator Crunch)	Topical Maths / Transition Activities (ie Calculator Crunch)	Topical Maths / Transition Activities (ie Calculator Crunch)	History/ Culture of Mathematics