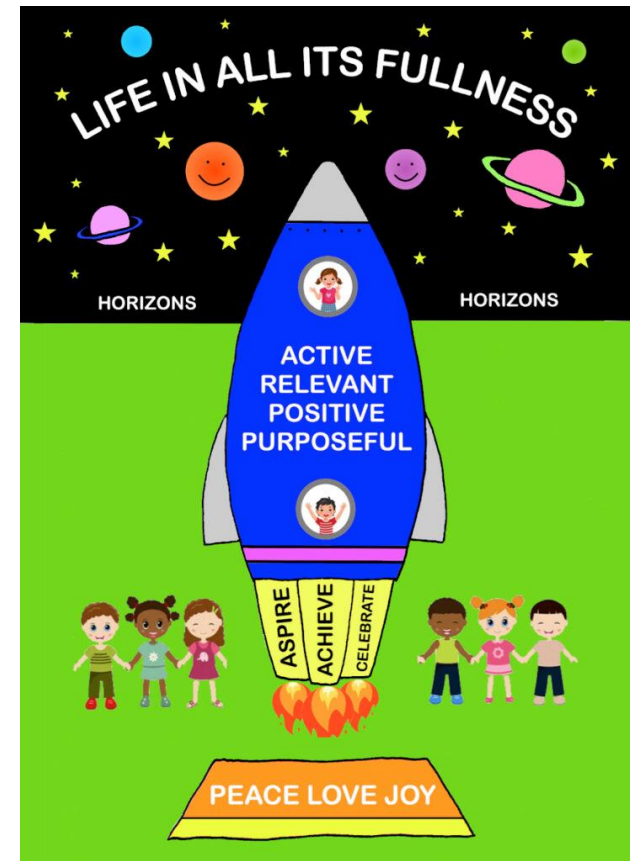




# Stratford-sub-Castle CE (VC) Primary School

## Maths Long Term Overview

<b>Subject Leader</b>	Miss Hannah Crook
<b>Head Teacher:</b>	Mrs Justine Watkins
<b>To be read in conjunction with</b>	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
<b>NCETM – Number and Numerical Patterns</b>	<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"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers ‘hiding’ inside larger numbers</li> </ul>		<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"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• 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</li> <li>• focus on equal and unequal groups when comparing numbers</li> </ul>		<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"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• 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</li> </ul>	
	<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"> <li>• 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</li> <li>• 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</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of ‘whole’ when talking about objects which have parts</li> </ul>		<p>understand that two equal groups can be called a ‘double’ and connect this to finger patterns</p> <ul style="list-style-type: none"> <li>• sort odd and even numbers according to their ‘shape’</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>		<p>begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</p> <ul style="list-style-type: none"> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>	
<b>White Rose – Shape, Space and Measure  (Not assessed in Early Learning Goals)</b>	<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

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

## Long Term Overview – Owl Class – Y1/Y2

### Year 1

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

### Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	Shape	Shape	Shape	Place Value	Place Value	Place Value	Place Value
<b>Autumn Term 2</b>	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Consolidation / Investigations	Consolidation / Investigations
<b>Spring Term 3</b>	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Consolidation / Investigations	
<b>Spring Term 4</b>	Multiplication and Division	Length and Height	Length and Height	Money	Money	Consolidation / Investigations	
<b>Summer Term 5</b>	Mass, capacity and volume	Mass, capacity and volume	Mass, capacity and volume	Fractions	Fractions	Fractions	
<b>Summer Term 6</b>	Position and Direction	Position and Direction		Time	Time	Time	Consolidation / Investigations

## Long Term Overview – Robin Class – Y3/Y4

### Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
<b>Autumn Term 2</b>	Addition & Subtraction	Multiplication & Division	Multiplication & Division	Multiplication & Division	Shape	Shape	Consolidation / Investigations
<b>Spring Term 3</b>	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Length and perimeter	Length and perimeter	
<b>Spring Term 4</b>	Length and perimeter	Length and perimeter	Length and perimeter	Fractions A	Fractions A	Fractions A	
<b>Summer Term 5</b>	Mass and capacity	Mass and capacity	Mass and capacity	Fractions B	Fractions B	Fractions B	
<b>Summer Term 6</b>	Money	Money	Money	Time	Time	Consolidation / Investigations	Consolidation / Investigations

### Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
<b>Autumn Term 2</b>	Addition & Subtraction	Multiplication & Division	Multiplication & Division	Multiplication & Division	Shape	Shape	Consolidation / Investigations
<b>Spring Term 3</b>	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Length and perimeter	Length and perimeter	
<b>Spring Term 4</b>	Length and perimeter	Fractions	Fractions	Fractions	Decimals A	Decimals A	
<b>Summer Term 5</b>	Decimals B	Decimals B	Decimals B	Area	Area	Statistics	
<b>Summer Term 6</b>	Money	Money	Position and Direction	Time	Time	Consolidation / Investigations	Consolidation / Investigations

## Long Term Overview – Woodpecker Class – Y4/ Y5

### Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
<b>Autumn Term 2</b>	Addition & Subtraction	Multiplication & Division	Multiplication & Division	Multiplication & Division	Shape	Shape	Consolidation / Investigations
<b>Spring Term 3</b>	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Length and perimeter	Length and perimeter	
<b>Spring Term 4</b>	Length and perimeter	Fractions	Fractions	Fractions	Decimals A	Decimals A	
<b>Summer Term 5</b>	Decimals B	Decimals B	Decimals B	Area	Area	Statistics	
<b>Summer Term 6</b>	Money	Money	Time	Time	Position and Direction	Consolidation / Investigations	Consolidation / Investigations

### Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	Place Value	Place Value	Place Value	Place Value (incl. negative numbers)	Addition & Subtraction	Addition & Subtraction	Multiplication & Division
<b>Autumn Term 2</b>	Addition & Subtraction	Multiplication & Division	Multiplication & Division	Shape	Shape	Shape	Consolidation / Investigations
<b>Spring Term 3</b>	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Perimeter and area	Perimeter and area	
<b>Spring Term 4</b>	Length and perimeter	Fractions A	Fractions A	Fractions A	Fractions A	Fractions B	
<b>Summer Term 5</b>	Fractions B	Decimals A	Decimals & Percentages	Decimals & Percentages	Decimals & Percentages	Statistics	
<b>Summer Term 6</b>	Decimals	Converting units		Position and Direction	Position and Direction	Consolidation / Investigations	Consolidation / Investigations

## Long Term Overview – Fox Class – Y5/ Y6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	Place Value (including decimals)	Place Value (including decimals)	Place Value (including decimals)	Addition and Subtraction	Addition and Subtraction	<i>Y6 Assessment &amp; Feedback</i>	Multiplication and Division
<b>Autumn Term 2</b>	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Measure – converting units	Measure – perimeter & area  <i>Y5 Assessment &amp; Feedback</i>	Measure – perimeter & area
<b>Spring Term 3</b>	Fractions	Fractions	Fractions	Fractions	<i>Y6 Assessment &amp; Feedback</i>	Y5 – Fractions Y6 - Ratio	
<b>Spring Term 4</b>	Decimals	Percentages	Percentages	Geometry – properties of shape	Geometry – properties of shape	Geometry – Position & Direction  <i>Y5 Assessment &amp; Feedback</i>	
<b>Summer Term 5</b>	Algebra	Review all skills	Review all skills	<i>Assessment &amp; Feedback</i> Y6 - SATS	Statistics – graphs/charts	Statistics – graphs/charts	
<b>Summer Term 6</b>	Statistics – Reading timetables	Revise measure	Revise measure	Y6 - Transition Activities Y5 – Review key calculation skills	<i>Assessment &amp; Feedback</i>	Y6 - Transition Activities Y5 – Review key calculation skills	History/ Culture of Mathematics