

Year 5/6 Maths Curriculum Overview

|        | Week 1           | Week 2             | Week 3 | Week 4                     | Week 5          | Week 6  | Week 7      | Week 8 | Week 9                                     | Week 10                    | Week 11    | Week 12                          |
|--------|------------------|--------------------|--------|----------------------------|-----------------|---|-------------|--------|--|----------------------------|------------|----------------------------------|
| Autumn | Place Value      |                    |        |                            | Four operations |   |             |        |  | Prime numbers              | Statistics |                                  |
| Spring | Fractions        |                    |        |                            | Decimals        |   | Percentages |        | Algebra                                    | Geometry- Angles and Shape |            | Geometry- Position and Direction |
| Summer | Converting units | Area and Perimeter | Volume | Measures (Y5)<br>SATS (Y6) |                 | Fractions, Decimals, Percentages (Y5)<br>Consolidation (Y6) |             |        | Four operations (Y5)<br>Consolidation (Y6) |                            |            |                                  |

## Yr 5/6 Autumn Term Objective Overview

| Week 1  | Week 2 | Week 3 | Week 4 | Week 5   | Week 6 | Week 7 | Week 8 | Week 9  | Week 10 | Week 11   | Week 12 |  |  |
|---|--------|--------|--------|--|--------|--------|--------|---|---------|---|---------|--|--|
| <p><u>Number: Place Value</u><br/>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.<br/>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.<br/>Use negative numbers in context, and calculate intervals across zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000<br/>Round any whole number to a required degree of accuracy.</p> <p>Solve number problems and practical problems that involve all of the above.<br/>Solve number and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Read, write, order and compare numbers with up to three decimal places.<br/>Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.<br/>Solve problems which require answers to be rounded to specified degrees of accuracy.<br/>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> |        |        |        | <p><u>Number- addition subtraction, multiplication + division</u><br/>Add and subtract numbers mentally with increasingly large numbers.<br/>Perform mental calculations, including with mixed operations and large numbers.<br/>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.<br/>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.<br/>Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.<br/>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply and divide numbers mentally drawing upon known facts.<br/>Multiply and divide whole numbers by 10, 100 and 1000.<br/>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.<br/>Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.<br/>Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.<br/>Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.<br/>Identify common factors, common multiples and prime numbers.<br/>Recognise and use square numbers and cube numbers and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)<br/>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.<br/>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.<br/>Solve problems involving addition, subtraction, multiplication and division.<br/>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> |        |        |        | <p><u>Number- Prime Numbers</u><br/>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> |         | <p><u>Statistics</u></p> <p>Solve comparison, sum and difference problems using information presented in a line graph.<br/>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Complete, read and interpret information in tables including timetables.<br/>Calculate the mean as an average.</p> |         |  |  |

**Year 5/6 Spring Objective Overview**

| Week 1  | Week 2 | Week 3 | Week 4 | Week 5   | Week 6 | Week 7   | Week 8 | Week 9   | Week 10 | Week 11  | Week 12 |   |
|---|--------|--------|--------|--|--------|--|--------|--|---------|--|---------|---|
| <p><u>Number: Fractions</u><br/>           Compare and order fractions whose denominators are multiples of the same number.<br/>           Compare and order fractions, including fractions <math>&gt; 1</math><br/>           Generate and describe linear number sequences (with fractions)</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.<br/>           Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.<br/>           Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example <math>\frac{2}{c} + \frac{4}{c} = \frac{6}{c} = 1 \frac{1}{c}</math>]</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.<br/>           Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.<br/>           Multiply simple pairs of proper fractions, writing the answer in its simplest form<br/>           Divide proper fractions by whole numbers [for example <math>\frac{1}{q} \div 2 = \frac{1}{k}</math>]</p> <p>Read and write decimal numbers as fractions [for example <math>0.71 = \frac{71}{100}</math>]<br/>           Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example <math>\frac{3}{8}</math>]</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.<br/>           Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples<br/>           Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> |        |        |        | <p><u>Number: Decimals</u><br/>           Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Multiply one digit numbers with up to 2dp by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> |        | <p><u>Number: Percentages</u><br/>           Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p> |        | <p><u>Number: Algebra</u><br/>           Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of a combination of two variables.</p> <p>Year 5- Recap FDP</p> |         | <p><u>Geometry - Angles &amp; Properties of Shape</u><br/>           Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.<br/>           Draw given angles, and measure them in degrees<br/>           Draw 2D shapes using given dimensions and angles.</p> <p>Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°) other multiples of 90°<br/>           Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.<br/>           Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.<br/>           Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> |         | <p><u>Geometry: position and direction</u><br/>           Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> |

Year 5/6 Summer Objective Overview

| Week 1   | Week 2   | Week 3  | Week 4   | Week 5 | Week 6  | Week 7 | Week 8 | Week 9  | Week 10 | Week 11 | Week 12 |
|--|--|---|--|--------|---|--------|--------|---|---------|---------|---------|
| <p><u>Converting units</u><br/>Convert between different units of metric measure (, km and m; cm and m; cm and mm; g and kg; l and ml)<br/>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3dp.</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Convert between miles and kilometres.</p> <p>Solve problems involving converting between units of time<br/>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> | <p><u>Area and Perimeter</u><br/>Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate the area of parallelograms and triangles.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, <math>cm^2, m^2</math> estimate the area of irregular shapes. Recognise that shapes with the same areas can have different perimeters and vice versa.</p> | <p><u>Volume</u><br/>Estimate volume [for example using <math>1cm^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]<br/>Calculate, estimate and compare volume of cubes and cuboids using standard units, including <math>cm^3, m^3</math> and extending to other units (<math>mm^3, km^3</math>)</p> <p>Use all four operations to solve problems involving measure<br/>Recognise when it is possible to use formulae for area and volume of shapes.</p> | <p><u>Measures</u><br/>Revisit and consolidate Y5 measure objectives</p> <p><b>Y6 SATS</b></p> |        | <p><u>Year 5 Fractions, Decimals &amp; Percentages</u><br/>Revisit &amp; consolidate</p> <p>Year 6- Revisit and consolidate</p> |        |        | <p><u>Year 5 Number – Addition, Subtraction, Multiplication &amp; Division</u><br/>Revisit &amp; consolidate</p> <p>Year 6- Revisit and consolidate</p> |         |         |         |

Year 3/4 Maths Curriculum Overview

|        | Week 1                      | Week 2 | Week 3 | Week 4 | Week 5                   | Week 6                 | Week 7 | Week 8  | Week 9 | Week 10    | Week 11                     | Week 12 |
|--------|-----------------------------|--------|--------|--------|--------------------------|------------------------|--------|---|--------|------------|-----------------------------|---------|
| Autumn | Place Value                 |        |        |        | Addition and Subtraction |                        |        |   |        |            | Multiplication and Division |         |
| Spring | Multiplication and Division |        |        |        |                          | Fractions and Decimals |        |   |        |            |                             |         |
| Summer | Length and Perimeter        | Time   |        |        | Shape                    |                        |        | Volume and Capacity (Y3)<br>Co-ordinates (Y4) |        | Statistics |                             |         |

### Year 3/4 Autumn Term Objective Overview

| Week 1   | Week 2 | Week 3 | Week 4 | Week 5  | Week 6 | Week 7 | Week 8 | Week 9  | Week 10 | Week 11 | Week 12 |
|--|--------|--------|--------|---|--------|--------|--------|---|---------|---------|---------|
| <p><u>Place Value</u><br/>                     Read and write numbers up to 1000 in numerals and in words.<br/>                     Identify, represent and estimate numbers up to 1000 using different representations.<br/>                     Identify, represent and estimate numbers using different representations.</p> <p>Find 10 or 100 more or less than a given number.<br/>                     Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a 3 digit number.<br/>                     Recognise the place value of each digit in a 4 digit number.</p> <p>Order and compare numbers to 1000.<br/>                     Order and compare numbers beyond 1000.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100<br/>                     Count in multiples of 6, 7, 9, 25 and 1000</p> <p>Solve number problems and practical problems involving these ideas.<br/>                     Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.<br/>                     Round any number to the nearest 10, 100 or 1000</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> |        |        |        | <p><u>Number: Addition and Subtraction</u><br/>                     Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction<br/>                     Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.<br/>                     Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.<br/>                     Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p>Add and subtract amounts of money to give change using both £ and p in practical contexts.<br/>                     Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Measure, compare, add and subtract: lengths (mm, cm, m); mass (kg/g); volume/capacity (l/ml).<br/>                     Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> |        |        |        | <p><u>Multiplication and Division</u><br/>                     Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br/>                     Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know.<br/>                     Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> |         |         |         |

### Year 3/4 Spring Term Objective Overview

| Week 1   | Week 2 | Week 3 | Week 4 | Week 5 | Week 6   | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--|--------|--------|--------|--------|--|--------|--------|--------|---------|---------|---------|
| <p><b>Number: Multiplication and Division</b></p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objectives.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Find the area of rectilinear shapes by counting squares (link to multiplication)</p> |        |        |        |        | <p><b>Fractions and Decimals</b></p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Count up and down in tenths.</p> <p>Count up and down in hundredths.</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Solve problems that involve all of the above.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> |        |        |        |         |         |         |



### Year 3/4 Summer Maths Objective Overview

| Week 1  | Week 2 | Week 3  | Week 4 | Week 5 | Week 6  | Week 7 | Week 8 | Week 9  | Week 10 | Week 11   | Week 12 |
|---|--------|---|--------|--------|---|--------|--------|---|---------|---|---------|
| <p><u>Measures - Length</u><br/>Measure, compare, add and subtract: lengths (m/cm/mm).</p> <p>Measure the perimeter of simple 2D shapes.<br/><b>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</b></p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.<br/><b>Convert between different units of measure eg kilometre to metre.</b></p> |        | <p><u>Time</u><br/>Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.<br/><b>Read, write &amp; convert time between analogue and digital 12 and 14 hour clocks.</b></p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.<br/><b>Convert between different units of measure eg hour to minute.</b></p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> |        |        | <p><u>Geometry</u><br/>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.<br/><b>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</b></p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.<br/><b>Identify lines of symmetry in 2D shapes presented in different orientations.</b></p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Draw 2-D shapes<br/>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them</p> |        |        | <p><u>Measures: volume and capacity (Y3)</u><br/>Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).</p> <p><u>Co-ordinates (Y4)</u><br/><b>Describe positions on a 2D grid as coordinates in the first quadrant.</b></p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p> <p><b>Plot specified points and draw sides to complete a given polygon.</b></p> |         | <p><u>Statistics</u><br/>Interpret and present data using bar charts, pictograms and tables.<br/>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.<br/>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> |         |

|        | Week 1  | Week 2 | Week 3                            | Week 4                   | Week 5 | Week 6                                 | Week 7      | Week 8  | Week 9 | Week 10                                       | Week 11         | Week 12 |
|--------|---|--------|-----------------------------------|--------------------------|--------|--|-------------|---|--------|---|-----------------|---------|
| Autumn | Place Value   |        |                                   | Addition and Subtraction |        |  | Place Value | Addition and Subtraction (Year 1)<br>Multiplication and Division (Year 2) |        |   | Geometry- Shape |         |
| Spring | Time  |        | Place Value (Y1)<br>Graphs (Y2)   | Money                    |        | Multiplication, Division and Fractions |             |   |        | Length and Height                             | Consolidation   |         |
| Summer | Weight and Volume (Y1)<br>Capacity, volume, mass and temperature (Y2) |        | Place Value (Y1)<br>3D Shape (Y2) | Four operations          |        |  | Assessment  | Place Value   |        | Year 1 and 2<br>Consolidation and application |                 |         |

Year 1/2 Maths Curriculum Overview

**Year 1/2 Autumn Maths Objective Overview**

| Week 1  | Week 2 | Week 3 | Week 4   | Week 5 | Week 6 | Week 7   | Week 8 | Week 9 | Week 10   | Week 11 | Week 12 |  |  |
|---|--------|--------|--|--------|--------|--|--------|--------|---|---------|---------|--|--|
| <p><u>Place Value</u><br/>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.<br/>Count in multiples of twos.<br/>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.</p> <p>Count, read and write numbers to 10 in numerals and words.<br/>Read and write numbers to at least 100 in numerals and words.<br/>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.<br/>Identify, represent and estimate numbers to 100 using different representations including the number line.</p> <p>Given a number, identify one more or one less.<br/>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</p> <p>Use place value and number facts to solve problems.</p> |        |        | <p><u>Addition and Subtraction</u><br/>Represent and use number bonds and related subtraction facts (within 10)<br/>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract one digit numbers (to 10), including zero.<br/>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.<br/>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> |        |        | <p><u>Place Value</u><br/>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers from 1 to 20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos and fives</p> <p>Year 2, revisit weeks 1 – 3.</p> |        |        | <p><u>Addition and Subtraction</u><br/>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one digit and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></p> <p><u>Multiplication and Division</u><br/>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.<br/>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> |         |         | <p><u>Geometry: Shape</u><br/>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.<br/>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.<br/>Compare and sort common 2D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns.<br/>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> |  |

### Year 1/2 Spring Maths Objective Overview

| Week 1   | Week 2 | Week 3  | Week 4  | Week 5   | Week 6 | Week 7 | Week 8   | Week 9                              | Week 10 | Week 11 | Week 12 |
|--|--------|---|---|--|--------|--------|--|-------------------------------------|---------|---------|---------|
| <p><b>Time</b><br/>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br/>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.<br/>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)<br/>Compare and sequence intervals of time.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> |        | <p><b>Place Value</b><br/>Count to 40 forwards and backwards, begin with 0 or 1 or any number.</p> <p>Count, read and write numbers from 1-40 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations</p> <p>Given a number, identify 1 more or 1 less.</p> <p><b>Graphs</b><br/>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask+ answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> | <p><b>Measurement: Money</b><br/>Recognise and know the value of different denominations of coins and notes.<br/>Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> | <p><b>Number: Multiplication and Division</b><br/>Count in multiples of twos, fives and tens.</p> <p>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Number: Fractions</b><br/>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Number – fractions.</b><br/>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</p> <p>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> |        |        | <p><b>Length and height</b><br/>Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half<br/>Compare and order length and record the results using &gt;, &lt; and =.</p> <p>Measure and begin to record lengths and heights.<br/>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), using rulers and scales.</p> | <p>Consolidation and Assessment</p> |         |         |         |

Year 1/2 Summer Maths Objective Overview

| Week 1   | Week 2  | Week 3   | Week 4              | Week 5 | Week 6 | Week 7 | Week 8   | Week 9   | Week 10 | Week 11 | Week 12 |
|--|---|--|---------------------|--------|--------|--------|--|--|---------|---------|---------|
| <p><u>Measurement: weight and volume</u><br/>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p><u>Measurement: Capacity, volume, mass and temperature</u><br/>Choose and use appropriate standard units to estimate and measure capacity (litres/ml, mass (kg/g) and temperature (°C) to the nearest appropriate unit, using thermometers, scales and measuring vessels.</p> <p>Compare and order volume/capacity/mass and record the results using &gt;, &lt; and =.</p> | <p><u>Number: Place Value</u><br/>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers from 1-100 in numerals and words.</p> <p>Given a number, identify one more and one less.</p> <p><u>Geometry- properties of shape, 3D shapes</u><br/>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]<br/>Compare and sort common 3D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> | <p><u>Number: Four operations</u><br/>Represent and use number bonds and related subtraction facts within 20.<br/>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.<br/>Add and subtract one digit and two digit numbers to 20, including zero.<br/>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-), multiplication (x) and division (÷) and equals (=) signs.<br/>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.<br/>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.<br/>Solve one step problems that involve the four operations, using concrete objects and pictorial representations, and missing number problems.<br/>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Count in multiples of twos, fives and tens<br/>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.<br/>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> | <h1>Assessment</h1> |        |        |        | <p><u>Number: Place Value</u><br/>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.<br/>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.</p> <p>Count, read and write numbers from 1-100 in numerals and words.<br/>Recognise the place value of each digit in a two digit number (tens, ones)<br/>Read and write numbers to at least 100 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.<br/>Identify, represent and estimate numbers to at least 100 using different representations including the number line.</p> <p>Given a number, identify one more and one less.<br/>Compare and order numbers from 0 up to at least 100; use &lt;, &gt; and = signs.</p> <p>Use place value and number facts to solve problems.</p> | <p>Project work:<br/>Problem-solving; using and applying. [Year 1 and 2]</p> |         |         |         |