Lightcliffe C of E Primary School

Maths Long Term Curriculum Plan

EYFS – Mastering Number
Y1-6 - White Rose Maths

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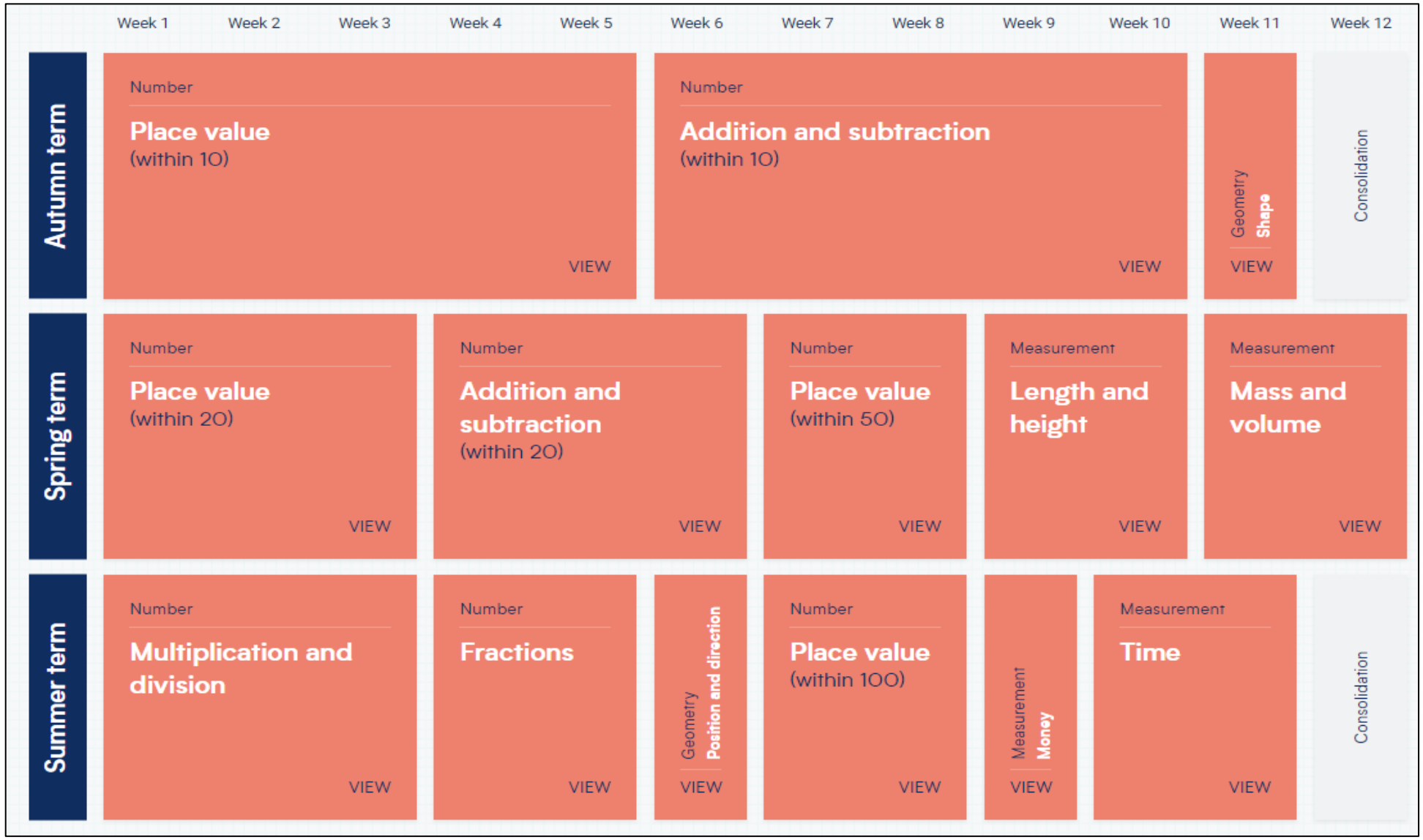
EYFS MATHS

In Reception, mathematics is taught following the NCTEM scheme which is delivered through 4 short sessions each week. These are supported by 3 manipulatives sessions in smaller groups which allow adults to identify any children who may need further adult intervention time in order to keep up.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCTEM Mastering Number (15 Minute session – 4 times per week) Supported by 3 smaller group manipulatives sessions per week	Develop subitising and counting skills. Composition of numbers **within 5.** Compare sets of objects and use language of comparison. Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using 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. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. 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.		Continue to develop subitising and counting skills. Composition of numbers **beyond 5**. Identify when 2 sets are equal / unequal. Connect 2 equal groups to doubles. Connect quantities to numerals. 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. Understand that two equal groups can be called a "double" and connect this to finger patterns. 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.		Consolidate counting skills. Count to larger numbers. Develop a wider range of counting strategies. Secure a knowledge of number facts. 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. Begin to generalise about "one more than" and "one less than" numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including using a Rekenrek.	

Year 1 MATHS



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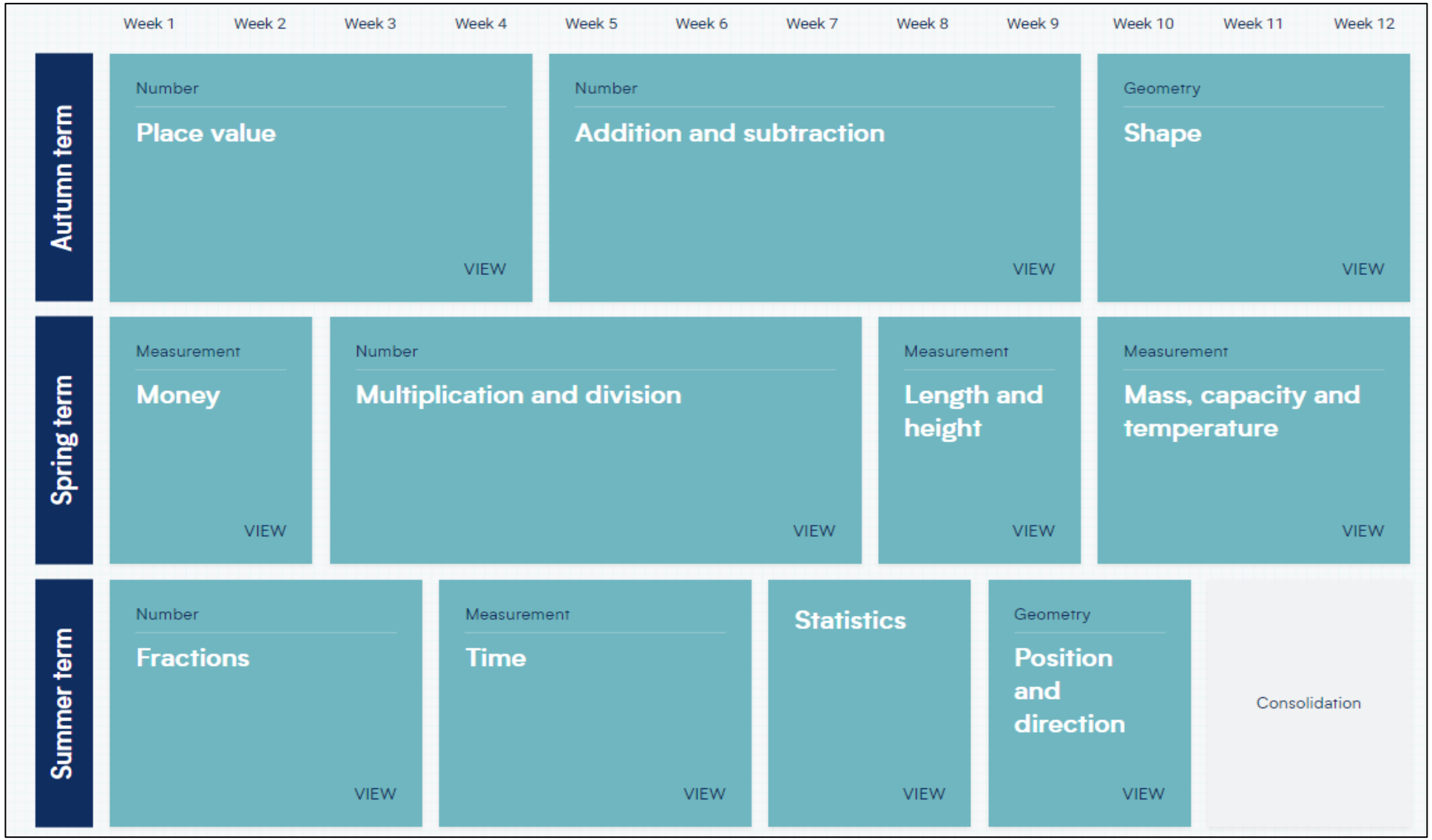
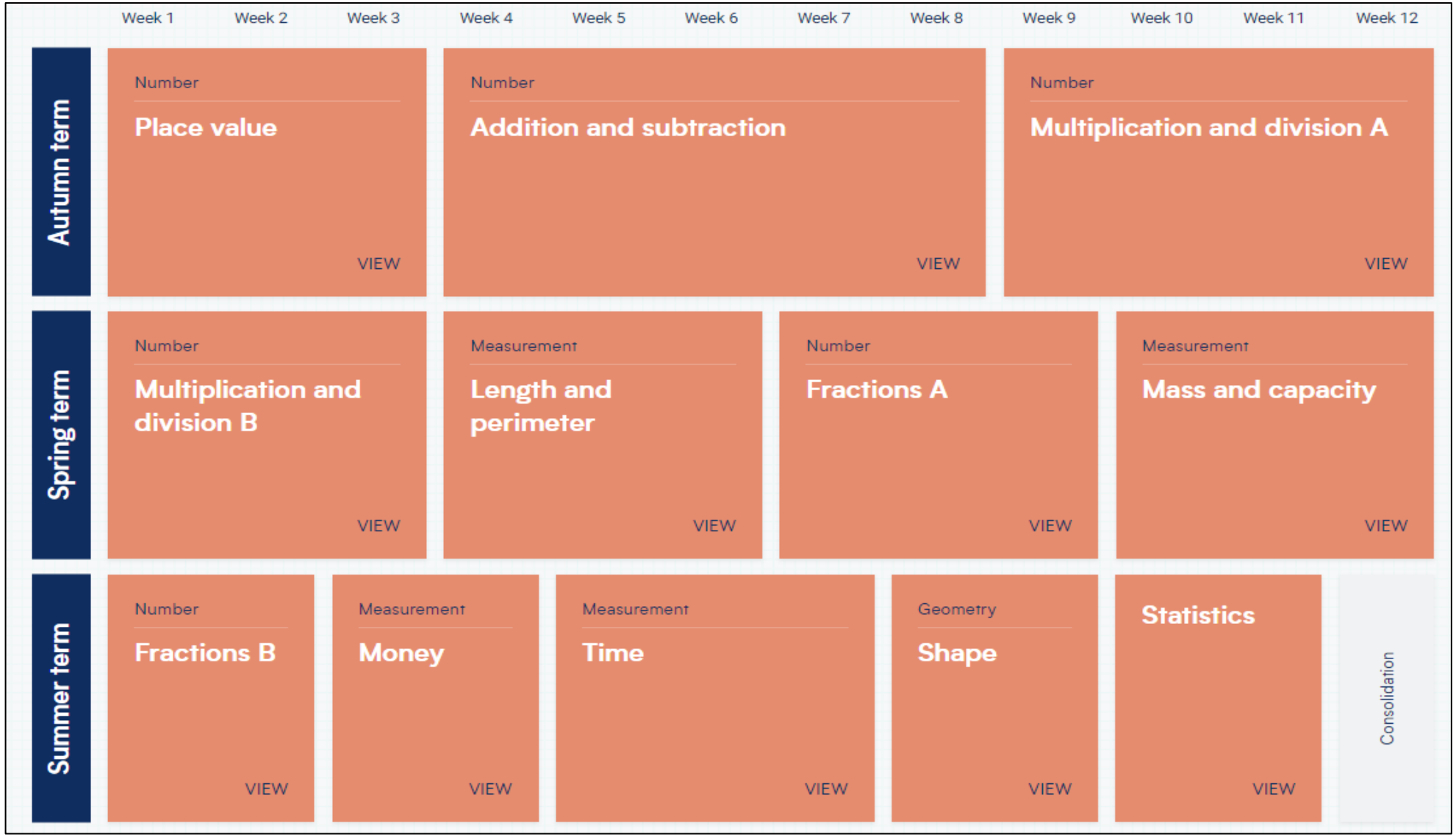
Year 2

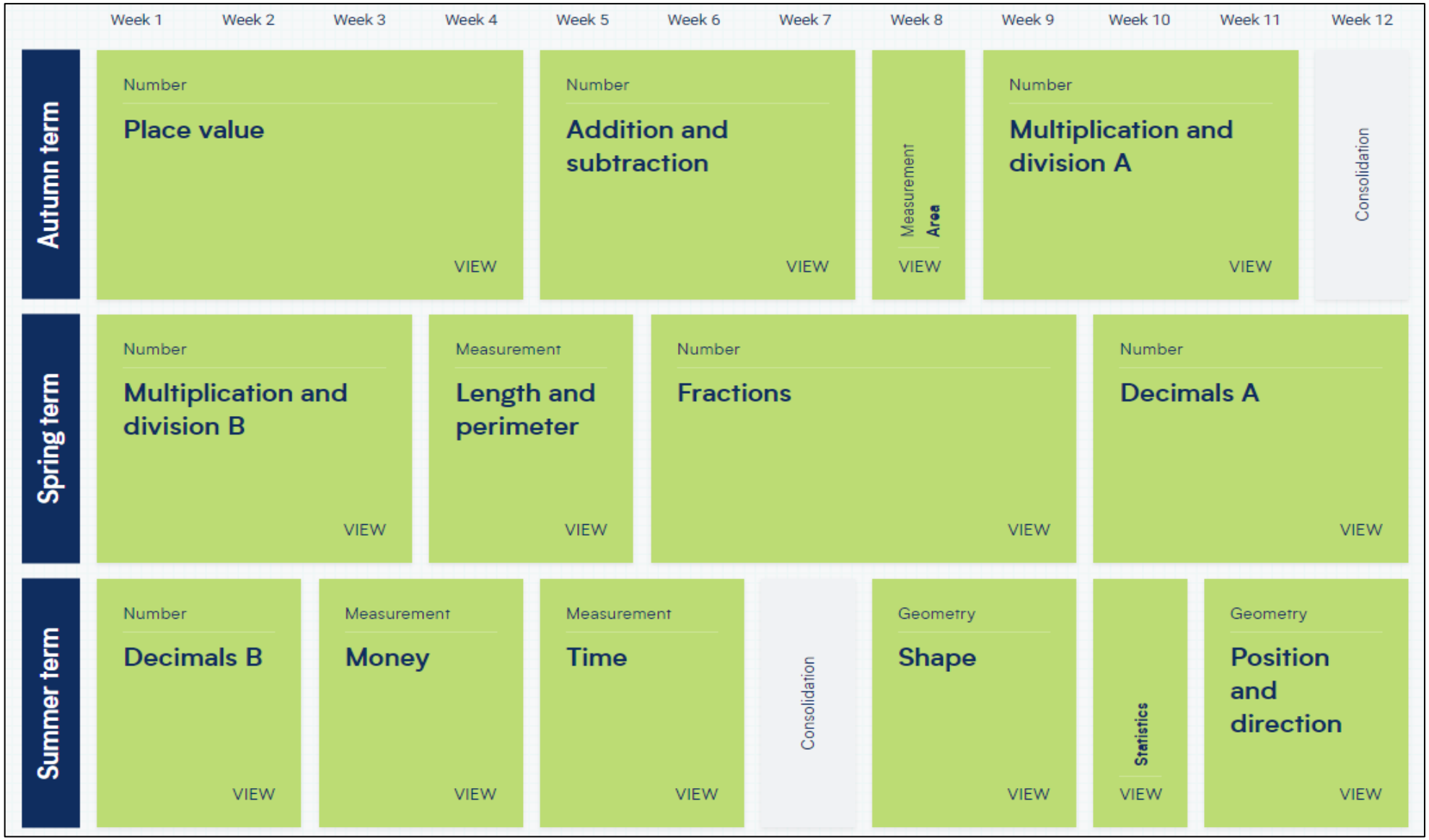
MATHS


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 term
Number
Place value
VIEW
Number
Addition and subtraction
VIEW
Geometry
Shape
VIEW
Spring term
Measurement
Money
VIEW
Number
Multiplication and division
VIEW
Measurement
Length and height
VIEW
Measurement
Mass, capacity and temperature
VIEW
Summer term
Number
Fractions
VIEW
Measurement
Time
VIEW
Statistics
VIEW
Geometry
Position and direction
VIEW
Consolidation

Year 3 MATHS


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 term
Number
Place value
VIEW
Number
Addition and subtraction
VIEW
Number
Multiplication and division A
VIEW
Spring term
Number
Multiplication and division B
VIEW
Measurement
Length and perimeter
VIEW
Number
Fractions A
VIEW
Measurement
Mass and capacity
VIEW
Summer term
Number
Fractions B
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Geometry
Shape
VIEW
Statistics
VIEW
Consolidation

Year 4 MATHS



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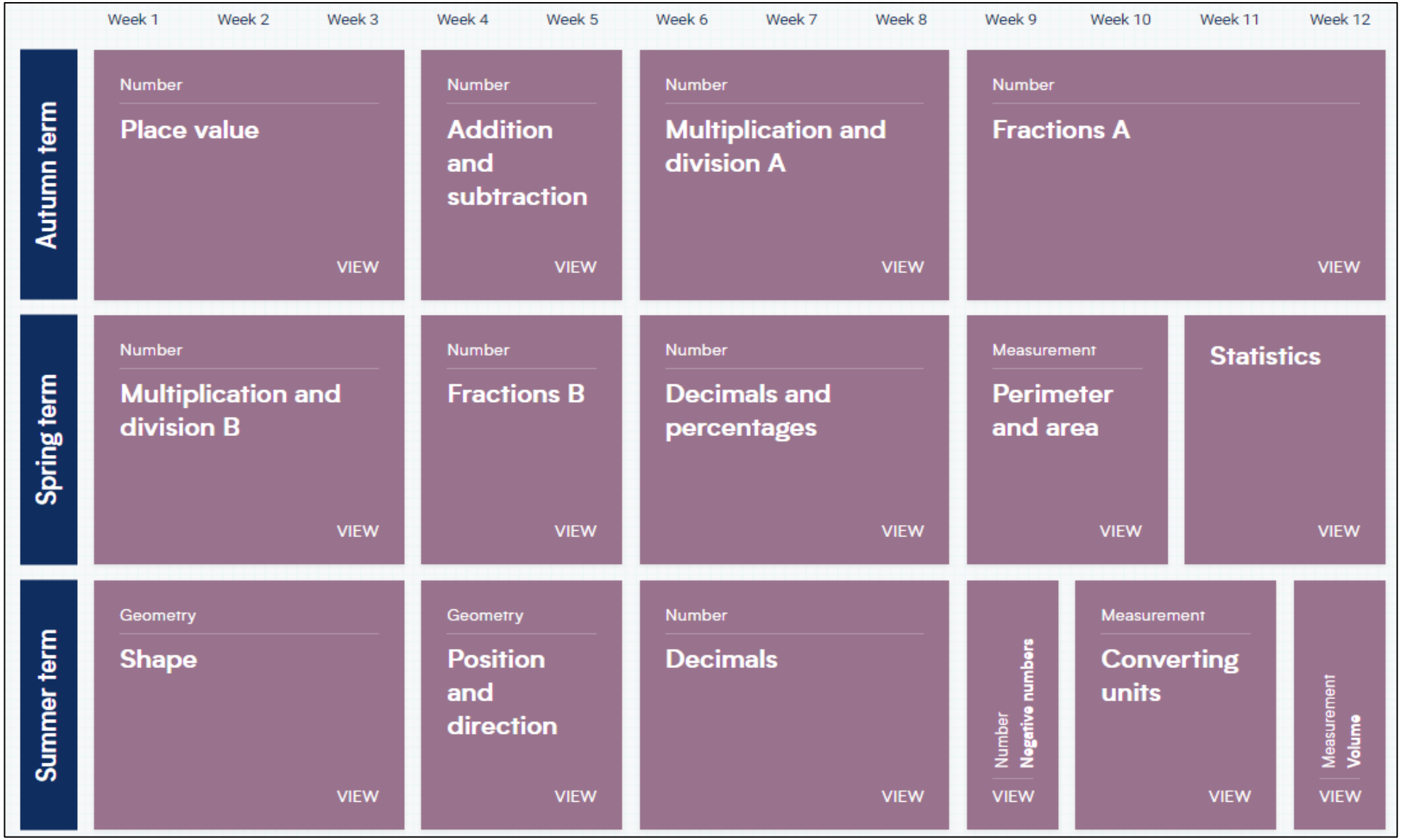
Year 5 MATHS



	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 term	Number **Place value** VIEW			Number **Addition and subtraction** VIEW		Number **Multiplication and division A** VIEW			Number **Fractions A** VIEW			
Spring term	Number **Multiplication and division B** VIEW			Number **Fractions B** VIEW		Number **Decimals and percentages** VIEW			Measurement **Perimeter and area** VIEW		Statistics VIEW	
Summer term	Geometry **Shape** VIEW			Geometry **Position and direction** VIEW		Number **Decimals** VIEW			Number **Negative numbers** VIEW	Measurement **Converting units** VIEW		Measurement **Volume** VIEW

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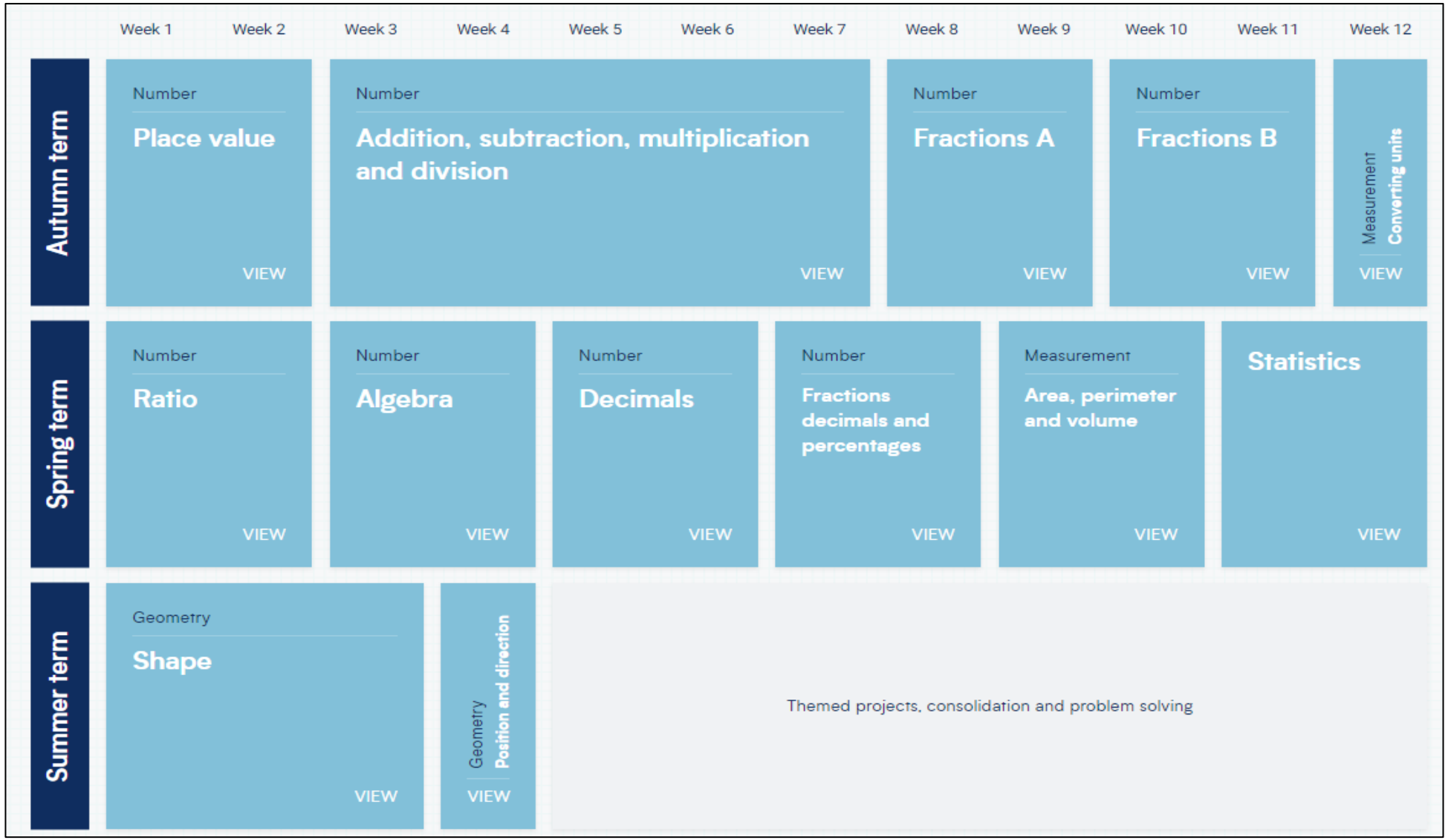
Year 6 MATHS


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 term
Number
Place value
VIEW
Number
Addition, subtraction, multiplication and division
VIEW
Number
Fractions A
VIEW
Number
Fractions B
VIEW
Measurement
Converting units
VIEW
Spring term
Number
Ratio
VIEW
Number
Algebra
VIEW
Number
Decimals
VIEW
Number
Fractions decimals and percentages
VIEW
Measurement
Area, perimeter and volume
VIEW
Statistics
VIEW
Summer term
Geometry
Shape
VIEW
Geometry
Position and direction
VIEW
Themed projects, consolidation and problem solving