Maths - Long Term Curriculum Overview 2024-25

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
F1	• Awareness of number names through number songs and rhymes, including 12345 once I caught a fish alive, and Baa Baa black sheep. • Finger numbers to 5. • Beginning to know that things exist, even when out of sight. • Combining objects (such as stacking blocks) – building walls for Humpty Dumpty • Compares toys and objects – size, length, weight and capacity. • Looks at patterns.	• Focus on counting to three – Three Little Pigs and Goldilocks and the Three Bears. • Counts characters on the broom (up to 5) and items for potions. • Know that things exist, even when out of sight. • Begin to organise and categorise objects (e.g. grouping teddies together). • Saying some counting words randomly. • Building houses for the Three Little Pigs – uses various construction and chooses shapes for different purposes.	• Counting pirate treasure. • Counts out a small number of objects from a larger set (e.g. when asked 'please give me two'). • Recites some number names in sequence. • Simple number problems. • Explores 2d and 3d shapes – snowflakes, ice, pirate ships, junk modelling Chinese dragons	• Counting and measuring ingredients for gingerbread. • Creates and experiments with symbols and marks including numbers • Knows that a group of objects changes in quantity when something is added or taken away – e.g. when goats cross the bridge. • Compare groups of items and knows when they have the same amount • Beginning to compare quantities – e.g. fish/shells • Use language of quantities (such as more and a lot).	• Uses some number names accurately in play. • Recites some numbers in order. • Uses finger numbers • Realises anything can be counted including steps, claps etc. • Shows interest in numerals in the environment. • Subitising to 3 • Repeating patterns • Comparing size and weights	• Recites numbers in order to 10. • Sometime matches numeral and quantity • Represents numbers using marks on paper or pictures – e.g. record class pets. • Knows that numbers identify how many items are in a set. • Separates a group of three or four items in different ways and knowing the total remains the same e.g. setting up a zoo with 4 animals.
F2	• Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Identify numerals in the environment • Recognise numbers of personal significance • Subitise. • Continue, copy and create repeating patterns.	• Subitise. • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers • Compare length, weight and capacity • Select, rotate and manipulate shapes to develop spatial reasoning skills	• Count beyond ten. • Compare numbers • Subitise. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 • Compose and decompose shapes so that children recognise a shape can have other shapes within it,just as numbers can.	• Automatically recall number bonds for numbers 0–5 and some to 10 • Finding the total number of items in two groups by counting all of them • Beginning to use the vocabulary in adding and subtracting including counting on and back • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.(ELG)	• Have a deep understanding of number to 10, including the composition of each number.(ELG) • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.(ELG) • Verbally count beyond 20, recognising the pattern of the counting system.(ELG) • Subitise up to 5 (ELG)	• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.(ELG)
Year 1	• Place Value within 10 • Measure- Money • Geometry (Shape)	• Additive Structure • Bonds to 5 • Bonds to 6 • Bonds to 7 • Bonds to 8 • Bonds to 9 • Bonds to 10	• Place Value within 20 (including length) • Place Value Counting in 2's • Measure- Capacity	• Addition and Subtraction within 20 • Place Value within 100	• Addition and subtraction within 20 (crossing 10) • Place Value Counting in 5's and 10's • Multiplication and Division	• Fractions • Time • Position and direction • Measure- Mass
Year 2	• Place Value • Money • Addition and Subtraction (within 20)	• Addition and Subtraction (2 digit and one digit) • Multiplication and Division	• Place Value (non-standard partitioning) • Measure • Multiplication and Division • Scale	• Fractions • Geometry • Addition and Subtraction (2digit and 2 digit not crossing boundaries)	• Addition and Subtraction (2 digit and 2 digit crossing tens boundaries) • Time	• Position and direction • Statistics • Mathematical Curiosity

Year 3	• Place Value of Whole Numbers • Addition and Subtraction (Mental) • Perimeter	• Multiplication and Division • Fractions	• Time • Decimals • Multiply and Divide by 10 • Measurement Length	• Geometry • Addition and Subtraction • Measure Money	• Multiplication and Division • Fractions •	• Measure Mass • Statistics • Measure Capacity
Year 4	• Place Value • Addition and Subtraction (Mental) • Perimeter	• Multiplication and Division • Area • Fractions	• Place Value • Decimals • Time	• Multiplication and Division • Measurement • Addition and Subtraction (Decimals)	• Addition and Subtraction • Geometry • Fractions	• Statistics • Position and Direction
Year 5	• Place Value of Whole Numbers • Place Value of Decimals • Multiply and Divide by powers of 10 • Properties of numbers	• Known and related facts • Area and Volume • Addition and Subtraction • Perimeter • Statistics	• Place Value • Multiplication and Division • Fractions	• Fractions • Decimals • Percentages	• Multiplication and Division • Fractions	• Geometry • Position and Direction • Measure
Year 6	• Place value of Whole Numbers • Place Value of Decimals • Multiply and Divide by powers of 10 • Addition and Subtraction	• Properties of Number • Area and Volume • Multiplication and Division	• Fractions • Decimals	• Percentages • Algebra • BODMAS • Ratio	• Measure • Geometry • Position and Direction • Statistics	• Transition Projects

This overview is a guideline and changes according to the individual needs of the children. Concepts may be taught in a different order and revisited over the year. Problem-solving, mental fluency and reasoning skills are taught regularly across all year groups. Challenge is provided by going deeper rather than accelerating into new mathematical content. Mastery is gained when children are able to use their knowledge appropriately, flexibly and creatively and apply it in new and unfamiliar situations.