St Teresa's RC Primary School

Mathematics Whole School Overview

Nursery to Year Six

Nursery – Yearly Overview

	1	2
Autumn	**Number** • Counting to 3	**Number** • Counting to 5 • 1:1 counting to 3 • Subitising 2
	Shape, Space & Measure • Patterns • Order of events • measure –weight	**Shape, Space & Measure** • Patterns • Time Language
Spring	**Number** • Counting to 5 • Cardinality to 3	**Number** • Counting to 5 • 1:1 counting to 4 • Cardinality to 4 • Subitising 3
	Shape, Space & Measure • Measure: Size ordering • Capacity	**Shape, Space & Measure** • Measure: Tall and short • 2D shapes
Summer	**Number –** • Counting to 8 • Cardinality to 5	**Number** • Counting to 10
	Shape, Space & Measure • Positional language • Discuss a familiar route	**Shape, Space & Measure** • 3D shapes – cube cuboid sphere - Measure: Length/height

Taken from Development Matters 2021

3 & 4 year olds will be learning to…	3 & 4 year olds will be learning to…
Number	Shape, Space, Measure
•Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). **• Recite numbers past 5.** **• Say one number for each item in order: 1,2,3,4,5.** **• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').** **• Show 'finger numbers' up to 5.** **• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.** **• Experiment with their own symbols and marks as well as numerals.** **• Solve real world mathematical problems with numbers up to 5.** **• Compare quantities using language: 'more than', 'fewer than'**	•Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

In our EYFS we have a broad overarching long term plan for Number, Shape, Space and Measure. We consider the development of each child, observe their learning, recognise progress and address their next steps accordingly. We respond to the child's individual needs, interests and help them to build their learning over time through consolidation or by "Digging Deeper". It is important that children develop positive attitudes and interests in mathematics. Maths is considered throughout our daily classroom practice, continuous provision, group time and focus learning.

Reception – Yearly 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	Number	Match and sort Compare amounts			Place value to 3 Subitising to 3 No. composition to 3			Number composition to 5 Subitising to 5			Place value to 5 More and less than		
	Shape, space and Measure	Patterns and Exploring pattern			Circles and triangles Shapes with 4 sides 2D shapes			Positional language Ordering heights			Language of time Estimation		
Spring	Number	Introducing zero Comparing numbers to 5 Subitising to 5 Decomposition to 5			Place value to 10 Adding 2 amounts (calculation)			Making pairs Comparing numbers to 10			Addition and subtraction Number bonds to 5		
	Shape, space and Measure	Position and direction			2D shapes Comparing length			Capacity Comparing capacity			2D and 3D shapes Time		
Summer	Number	Number bonds to 10 Composition of numbers to 10			Recognising numbers to 20 Counting from 10 to 20			Number bonds to 10 Calculation (including doubling and sharing) Doubling			Doubling facts to 10 Verbally counting beyond 20 Even and odd numbers		
	Shape, space and Measure	Measure - weight			3D shapes			Money			Data Handling		

Taken from Development Matters 2021 and the Early Learning Goals

Children in Reception will be learning to…	Children in Reception will be learning to…
Number	Shape, Space, Measure
•Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10 **ELG-Number** •Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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- Numerical Patterns** •Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	•Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity

In our EYFS we have a broad overarching long term plan for Number, Shape, Space and Measure. We consider the development of each child, observe their learning, recognise progress and address their next steps accordingly. We respond to the child's individual needs, interests and help them to build their learning over time through consolidation or by "Digging Deeper". It is important that children develop positive attitudes and interests in mathematics. Maths is considered throughout our daily classroom practice, continuous provision, group time and focus learning.

Year 1 – Yearly 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	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtractions (within 20)				Number: Place Value (within 50) (Multiples of 2, 5, 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

Year 1 – Yearly Overview - Autumn

		Week 1 – 4 (BLOCK 1)	Week 5 – 8 (BLOCK 2)	Week 9 (BLOCK 3)	Week 10 – 11 (BLOCK 4)	Week 12
		Number: Place Value (within 10)	**Number: Addition and Subtraction (within 10)**	**Geometry: Shape**	**Number: Place Value (within 20)**	**Consolidation**
White Rose Maths Small Steps		• Sort objects. • Count objects. • Represent objects. • Count, read and write forwards from any number 0 to 10. • Count, read and writing backwards from any number 0 to 10. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce = , > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd ....). • The number line.	• Part whole model. • Addition symbol.. • Fact families – Addition facts. • Find number bonds for numbers within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Compare number bonds. • Addition: Adding together. • Addition: Adding more. • Finding a part. • Subtraction: Taking away, how many left? Crossing out. • Subtraction: Taking away, how many left? Introducing the subtraction symbol. • Subtraction: Finding a part, breaking apart. • Fact families – The 8 facts. • Subtraction: Counting back. • Subtraction: Finding the difference. • Comparing addition and subtraction statements a + b > c. • Comparing addition and subtraction statements a + b > c + d.	• Recognise and name 3D shapes. • Sort 3D shapes. • Recognise and name 2D shapes. • Sort 2D shapes. • Patterns with 3D and 2D shapes.	• Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers.	All
National Curriculum Link		• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or one less. • 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.	• Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one digit numbers to 10, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	• Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). • Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or one less. • 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.	All
TAF Statements 2018 - 2019	WT	• Read and write numbers in numerals (to 10).	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	• Read and write numbers in numerals (to 20). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	All
	WA	• Read scales in divisions (of ones).	• Recall all the number bonds to and within 10. and use these to reason with.	• Name and describe properties of 2D and 3D shapes.	• Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
	GD	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Describe the similarities and differences of 2D and 3D shapes, using their properties.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step.	

Year 1 – Yearly Overview - Spring

		Week 1 - 4 (BLOCK 1)	Week 5 - 7 (BLOCK 2)	Week 8 - 9 (BLOCK 3)	Week 10 - 11 (BLOCK 4)	Week 12
		Number: Addition and Subtraction	**Number: Place Value (within 50) (including multiples of 2, 5 and 10)**	**Measurement: Length and Height**	**Measurement: Weight and Volume**	**Consolidation**
White Rose Maths Small Steps		• Add by counting on. • Find and make number bonds. • Add by making 10. • Subtraction – Not crossing 10. • Subtraction – Crossing 10 (1). • Subtraction – Crossing 10 (2). • Related Facts. • Compare Number Sentences.	• Numbers to 50. • Tens and ones. • Represent numbers to 50. • One more one less. • Compare objects within 50. • Compare numbers within 50. • Order numbers within 50. • Count in 2s. • Count in 5s.	• Compare lengths and heights. • Measure length (1). • Measure length (2).	• Introduce weight and mass. • Measure mass. • Compare mass. • Introduce capacity. • Measure capacity. • Compare capacity.	All
National Curriculum Link		• Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= □ –9.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or one less. • 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. • Count in multiples of twos, fives and tens.	• Measurement: Length and Height Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).	• Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. • 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].	All
TAF Statements 2018 - 2019	WT	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	N/A	N/A	All
	WA	• Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	• Read scales in divisions of ones, twos, fives. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	N/A	N/A	
	GD	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	

Year 1 – Yearly Overview - Summer

		Week 1 – 3 (BLOCK 1)	Week 4 – 5 (BLOCK 2)	Week 6 (BLOCK 3)	Week 7 – 8 (BLOCK 4)	Week 9 (BLOCK 5)	Week 10 – 11 (BLOCK 6)	Week 12
		Number: Multiplication and (including multiples of 2, 5 and 10)	**Number: Fractions**	**Geometry: Position and Direction**	**Number: Place Value (within 100)**	**Measurement: Money**	**Measurement: Time**	**Consolidation**
White Rose Small Steps		• Count in 10s. • Make equal groups. • Add equal groups. • Make arrays. • Make doubles. • Make equal groups – grouping. • Make equal groups – sharing.	• Halving shapes or objects. • Halving a quantity. • Find a quarter of a shape or object. • Find a quarter of a quantity.	• Describe turns. • Describe Position (1). • Describe Position (2).	• Counting to 100. • Partitioning numbers. • Comparing numbers (1). • Comparing numbers (2). • Ordering numbers. • One more, one less.	• Recognising coins. • Recognising notes. • Counting in coins.	• Before and after. • Dates. • Time to the hour. • Time to the half hour. • Writing time. • Comparing time.	All
National Curriculum Link		• Count in multiples of twos, fives and tens. • 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.	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • 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].	• Describe position, direction and movement, including whole, half, quarter and three quarter turns	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. • Given a number, identify one more and one less. • 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.	• Recognise and know the value of different denominations of coins and notes.	• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. • Measure and begin to record time (hours, minutes, seconds).	All
TAF Statements 2018 – 2019	WT	• Count in 2s, 5s and 10s from 0 and use this to solve problems.	N/A	N/A	• Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	• Know the value of different coins.	• Read the time on a clock	All
	WA	• Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary.	• Identify ¼ of a number or shape and know that all the parts must be equal parts of the whole.	N/A	• Read scales in divisions of ones, twos, fives. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Use different coins to make the same amount.	• Read the time on a clock (to half an hour)	
	GD	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	

Year 2 – Yearly 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	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division	
Spring	Number: Multiplication and **Division**		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: Length and Height	Consolidation
Summer	Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations	

Year 2 – Yearly Overview - Autumn

		Week 1 – 3 (BLOCK 1)	Week 4 – 8 (BLOCK 2)	Week 9 – 10 (BLOCK 3)	Week 11 – 12 (BLOCK 4)
		Number: Place Value	Number: Addition and Subtraction	Measurement: Money	Number: Multiplication and Division
White Rose Maths Small Steps		• Count objects to 100 and read and write numbers in numerals and words. • Represent numbers to 100. • Tens and ones with a part whole model. • Tens and ones using addition. • Use a place value chart. • Compare objects. • Compare numbers. • Order objects and numbers. • Count in 2s, 5s and 10s. • Count in 3s.	• Fact families – Addition and subtraction bonds to 20. • Check calculations. • Compare number sentences. • Related facts. • Bonds to 100 (tens). • Add and subtract 1s. • 10 more and 10 less. • Add and subtract 10s. • Add a 2-digit and 1-digit number – crossing ten. • Subtract a 1-digit number from a 2-digit number – crossing 10. • Add two 2-digit numbers – not crossing ten – add ones and add tens. • Add two 2-digit numbers – crossing ten – add ones and add tens. • Subtract a 2-digit number from a 2-digit number – not crossing ten. • Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens. • Bonds to 100 (tens and ones). • Add three 1-digit numbers.	• Count money – pence. • Count money – pounds (notes and coins). • Count money – notes and coins. • Select money. • Make the same amount. • Compare money. • Find the total. • Find the difference. • Find change. • Two-step problems.	• Recognise equal groups. • Make equal groups. • Add equal groups. • Multiplication sentences using the x symbol. • Multiplication sentences from pictures. • Use arrays. • 2 times-table. • 5 times-table. • 10 times-table.
National Curriculum Link		• Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Use place value and number facts to solve problems. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • 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. • Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • 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. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
TAF Statements 2018 – 2019	WT	• Read and write numbers in numerals up to 100. • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Know the value of different coins.	N/A
	WA	• Read scales in divisions of ones, twos, fives and tens. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	• Use different coins to make the same amount.	• Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating and understanding of commutativity as necessary.
	GD	• Read scales where not all numbers on the scale are given and estimate points in between. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.

Year 2 – Yearly Overview - Spring

		Week 1 – 2 (BLOCK 1)	Week 3 – 4 (BLOCK 2)	Week 5 – 7 (BLOCK 3)	Week 8 – 10 (BLOCK 4)	Week 11 (BLOCK 5)	Week 12
		Number: Multiplication and Division	**Statistics**	**Geometry: Properties of Shape**	**Number: Fractions**	**Measurement: Length and Height**	**Consolidation**
White Rose Maths Small Steps		• Make equal groups – sharing. • Make equal groups – grouping. • Divide by 2. • Odd and even numbers. • Divide by 5. • Divide by 10.	• Make tally charts. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams.	• Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Sort 2D shapes. • Make patterns with 2D shapes. • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 3D shapes.	• Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter. • Recognise a third. • Find a third. • Unit fractions. • NonOunit fractions. • Equivalence of ½ and $^2/_4$. • Find three quarters. • Count in fractions.	• Measure length (cm). • Measure length (m). • Compare lengths. • Order lengths. • Four operations with lengths.	All
National Curriculum Link		• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totaling and comparing categorical data.	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2-D and 3-D shapes and everyday objects.	• Recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	All
TAF Statements 2018 - 2019	WT	N/A	N/A	• Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	N/A	N/A	All
	WA	• Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating and understanding of commutativity as necessary.	• Read scales in divisions of ones, twos, fives and tens.	• Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	• Identify $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ of a number or shape and know that all the parts must be equal parts of the whole.	N/A	All
	GD	• Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read scales where not all numbers on the scale are given and estimate points in between. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Describe the similarities and differences of 2D and 3D shapes, using their properties. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	All

Year 2 – Yearly Overview - Summer

		Week 1 - 3 BLOCK 1	Week 4 - 5 BLOCK 2	Week 6 - 7 BLOCK 3	Week 8 - 10 BLOCK 4	Week 11 - 12 BLOCK 5
		Geometry: Position and Direction	**Problem solving and efficient methods**	**Measurement: Time**	**Measurement: Mass, Capacity and Temperature**	**Investigations**
White Rose Maths Small Steps		• Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes.	All	• O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Minutes in an hour, hours in a day. • Find durations of time. • Compare durations of time.	• Compare mass. • Measure mass in grams. • Measure mass in kilograms. • Compare capacity. • Millilitres. • Litres. • Temperature.	All
National Curriculum Link		• 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). • Order and arrange combinations of mathematical objects in patterns and sequences.	All	• 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. • Know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time.	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	All
TAF Statements 2018 - 2019	WT	N/A	All	• Read the time on a clock	N/A	All
	WA	N/A	All	• Read the time on a clock to the nearest 15 minutes.	N/A	All
	GD	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	All	• Read the time on a clock to the nearest 5 minutes. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	All

Year 3 – Yearly 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	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Property of Shapes		Measurement: Mass and Capacity			Consolidation

Year 3 – Yearly Overview - Autumn

	Week 1 - 3 BLOCK 1	Week 4 - 8 BLOCK 2	Week 9 - 11 BLOCK 4	Week 12
	Number: Place Value	**Number: Addition and Subtraction**	**Number: Multiplication and Division**	**Consolidation**
White Rose Maths Small Steps	• Hundreds. • Represent numbers to 1,000. • 100s, 10s and 1s (1). • 100s, 10s and 1s (2). • Number line to 1,000. • Find 1, 10, 100 more or less than a given number. • Compare objects to 1,000. • Compare numbers to 1,000. • Order numbers. • Count in 50s.	• Add and subtract multiples of 100. • Add and subtract 3-digit numbers and ones – not crossing 10. • Add 3-digit and 1-digit numbers – crossing 10. • Subtract a 1-digit number from a 3-digit number – crossing 10. • Add and subtract 3-digit numbers and tens – not crossing 100. • Add a 3-digit number and tens – crossing 100. • Add and subtract 100s. • Spot the pattern – making it explicit. • Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100. • Add a 2-digit and 3-digit number – crossing 10 or 100. • Subtract 2-digit number from a 3-digit number cross the 10 or 100. • Add two 3-digit numbers – not crossing 10 or 100. • Add two 3-digit numbers – crossing 10 or 100. • Subtract a 3 –digit number from a 3-digit number – no exchange. • Subtract a 3-digit number from a 3-digit number – exchange. • Exchange answers to calculations. • Check.	• Multiplication – equal groups. • Multiplying by 3. • Dividing by 3. • The 3 times-table. • Multiplying by 4. • Dividing by 4. • The 4 times-table. • Multiplying by 8. • Dividing by 8. • The 8 times-table.	All
National Curriculum Link	• Identify, represent and estimate numbers using different representations. • Find 10 or 100 more or less than a given number. • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • Compare and order numbers up to 1000. • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving these ideas. • Count from 0 in multiples of 4, 8, 50 and 100.	• Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	• Count from 0 in multiples of 4, 8, 50 and 100. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • 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. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.	All

Year 3 – Yearly Overview - Spring

	Week 1 - 3 BLOCK 1	Week 4 BLOCK 2	Week 5 - 6 BLOCK 6	Week 7 - 9 BLOCK 4	Week 10 - 11 BLOCK 5	Week 12
	Number: Multiplication and Division	**Measurement: Money**	**Statistics**	**Measurement: Length and Perimeter**	**Number: Fractions**	**Consolidation**
White Rose Maths Small Steps	• Comparing statements. • Related calculations. • Multiply 2-digits by 1-digit (1). • Multiply 2-digits by 1-digit (2). • Divide 2-digits by 1-digit (1). • Divide 2-digits by 1-digit (2). • Divide 2-digits by 1-digit (3). • Scaling. • How many ways?	• Pounds and pence. • Converting pounds and pence. • Adding money. • Subtracting money. • Giving change.	• Pictograms. • Bar charts. • Tables.	• Measure length. • Equivalent lengths – m & cm. • Equivalent lengths – mm & cm. • Compare lengths. • Add lengths. • Subtraction lengths. • Measure perimeter. • Calculate perimeter.	• Unit and non-unit fractions. • Making the whole. • Tenths. • Count in tenths. • Tenths as decimals. • Fractions of a number line. • Fractions of a set of objects (1). • Fractions of a set of objects (2). • Fractions of a set of objects (3).	All
National Curriculum Link	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • 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. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.	• Add and subtract amounts of money to give change, using both £ and p in practical contexts.	• Interpret and present data using bar charts, pictograms and tables. • 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.	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes.	• Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all of the above.	All

Year 3 – Yearly Overview - Summer

	Week 1 - 3 BLOCK 1	Week 4 - 6 BLOCK 2	Week 7 – 8 BLOCK 3	Week 9 - 11 BLOCK 4	Week 12
	Number: Fractions	**Measurement: Time**	**Geometry: Property of Shapes**	**Measurement: Mass and Capacity**	**Consolidation**
White Rose Maths Small Steps	• Equivalent fractions (1), • Equivalent fractions (2). • Equivalent fractions (3). • Compare fractions. • Order fractions. • Add fractions. • Subtract fractions.	• Months and years. • Hours in a day. • Telling the time to 5 minutes. • Telling the time to the minute. • AM and PM. • 24 hour clock. • Finding the duration. • Comparing the duration. • Start and end times. • Measuring time in seconds.	• Turns and angles. • Right angles in shapes. • Compare angles. • Draw accurately. • Horizontal and vertical. • Parallel and perpendicular. • Recognise and describe 2D shapes. • Recognise and describe 3D shapes. • Make 3D shapes.	• Measure mass (1). • Measure mass (2). • Compare mass. • Add and subtract mass. • Measure capacity (1). • Measure capacity (2). • Compare capacity. • Add and subtract capacity.	All
National Curriculum Link	• Recognise and show, using diagrams, equivalent fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. • Solve problems that involve all of the above.	• Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. • Estimate and read time with increasing accuracy to the nearest minute. • Record and compare time in terms of seconds, minutes and hours. • Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks].	• Recognise angles as a property of shape or a description of a turn. • 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. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Draw 2-D shapes and make 3-D shapes using modelling materials. • Recognise 3-D shapes in different orientations and describe them.	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	All

Year 4 – Yearly 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	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Property of Shape			Geometry: Position and Direction	Consolidation

Year 4 – Yearly Overview - Autumn

	Week 1 - 4 BLOCK 1	Week 5 - 7 BLOCK 2	Week 8 BLOCK 3	Week 9 - 11 BLOCK 4	Week 12
	Number: Place Value	**Number: Addition and Subtraction**	**Measurement: Length and Perimeter**	**Number: Multiplication and Division**	**Consolidation**
White Rose Maths Small Steps	• Roman numerals to 100. • Round to the nearest 10. • Round to the nearest 100. • Count in 1,000s. • 1,000s, 100s, 10s and 1s. • Partitioning. • Number line to 10,000. • 1,000 more or less. • Compare numbers. • Order numbers. • Round to the nearest 1,000. • Count in 25s. • Negative numbers.	• Add and subtract 1s, 10s, 100s and 1000s. • Add two 4-digit numbers – no exchange. • Add two 4-digit numbers – one exchange. • Add two 4-digit numbers – more than one exchange. • Subtract two 4-digit numbers – no exchange. • Subtract two 4-digit numbers – one exchange. • Subtract two 4-digit numbers – more than one exchange. • Efficient subtraction. • Estimate answers. • Checking strategies.	• Kilometres. • Perimeter on a grid. • Perimeter of a rectangle. • Perimeter of rectilinear shapes.	• Multiply by 10. • Multiply by 100. • Divide by 10. • Divide by 100. • Multiply by 1 and 0. • Divide by 1. • Multiply and divide by 6. • 6 times-table and division facts. • Multiply and divide by 9. • 9 times-table and division facts. • Multiply and divide by 7. • 7 times-table and division facts.	All
National Curriculum Link	• Count in multiples of 6, 7, 9. 25 and 1000. • Find 1000 more or less than a given number. • Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Count backwards through zero to include negative numbers.	• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Convert between different units of measure [for example, kilometre to metre].	• Recall and use multiplication and **division facts for multiplication**tables up to 12 × 12. • Count in multiples of 6, 7, 9. 25 and 1000. • 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. • 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 n objects are connected to m objects.	All

Year 4 – Yearly Overview - Spring

	Week 1 - 3 BLOCK 1	Week 4 BLOCK 2	Week 5 - 8 BLOCK 3	Week 9 - 11 BLOCK 4	Week 12
	Number: Multiplication and Division	**Measurement: Area**	**Number: Fractions**	**Number: Decimals**	**Consolidation**
White Rose Maths Small Steps	• 11 and 12 times-table. • Multiply 3 numbers. • Factor pairs. • Efficient multiplication. • Written methods. • Multiply 2-digits by 1 –digit. • Multiply 3-digits by 1-digit. • Divide 2-digits by 1-digit (1). • Divide 2-digits by 1-digit (2). • Correspondence problems.	• What is area? • Counting squares • Making shapes. • Comparing area.	• What is a fraction? • Equivalent fractions (1) • Equivalent fractions (2). • Fractions greater than 1. • Count in fractions. • Add 2 or more fractions. • Subtract 2 fractions. • Subtract from whole amounts. • Calculate fractions of a quantity. • Problem solving – calculate quantities.	• Recognise tenths and hundredths. • Tenths as decimals. • Tenths on a place value grid. • Tenths on a number line. • Divide 1 digit by 10. • Divide 2 digits by 10. • Hundredths. • Hundredths as decimals. • Hundredths on a place value grid. • Divide 1 or 2 digits by 100.	All
National Curriculum Link	• Recall and use multiplication and division facts for multiplication tables up to 12 × 12. • 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. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply two digit and three digit numbers by a one digit number using formal written layout. • 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 n objects are connected to m objects.	• Find the area of rectilinear shapes by counting squares.	• Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • 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. • Add and subtract fractions with the same denominator.	• Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Convert between different units of measure [for example, kilometre to metre].	All

Year 4 – Yearly Overview - Summer

	Week 1 - 2 BLOCK 1	Week 3 - 4 BLOCK 2	Week 5 BLOCK 3	Week 6 – 7 BLOCK4	Week 8 – 10 BLOCK 5	Week 11 BLOCK 6	Week 12
	Number: Decimals	**Measurement: Money**	**Measurement: Time**	**Statistics**	**Geometry: Property of Shape**	**Geometry: Position and Direction**	**Consolidation**
White Rose Maths Small Steps	• Make a whole. • Write decimals. • Compare decimals. • Order decimals. • Round decimals. • Halves and quarters.	• Pounds and pence. • Ordering amounts of money. • Using rounding to estimate money. • Four operations.	• Hours, minutes and seconds. • Years, months, weeks and days. • Analogue to digital – 12 hour. • Analogue to digital – 24 hour.	• Interpret charts. • Comparison, sum and difference. • Introducing line graphs. • Line graphs.	• Identify angles. • Compare and order angles. • Triangles. • Quadrilaterals. • Lines of symmetry. • Complete a symmetric figure.	• Describe position. • Draw on a grid. • Move on a grid. • Describe a movement on a grid.	All
National Curriculum Link	• Compare numbers with the same number of decimal places up to two decimal places. • Round decimals with one decimal place to the nearest whole number. • Recognise and write decimal equivalents to ¼, ½ and ¾. • Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	• Estimate, compare and calculate different measures, including money in pounds and pence. • Solve simple measure and money problems involving fractions and decimals to two decimal places.	• Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	• Identify acute and obtuse angles and compare and order angles up to two right angles by size. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry.	• Describe positions on a 2-D grid as coordinates in the first quadrant. • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/ right and up/ down.	All

Year 5 – Yearly 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	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Number: Decimals				Geometry: Properties of Shapes			Geometry: Position and Direction	Measurements: Converting Units		Measurement: Volume	Consolidation

Year 5 – Yearly Overview - Autumn

	Week 1 - 3 BLOCK 1	Week 4 - 5 BLOCK 2	Week 6 - 7 BLOCK 3	Week 8 - 9 BLOCK 4	Week 10 - 11 BLOCK 5	Week 12
	Number: Place Value	**Number: Addition and Subtraction**	**Statistics**	**Number: Multiplication and Division**	**Measurement: Perimeter and Area**	**Consolidation**
White Rose Maths Small Steps	• Number to 10,000. • Roman numerals to 1,000. • Round to the nearest 10, 100 and 1000. • Number to 100,000. • Compare and order numbers to 100,000. • Round numbers within 100,000. • Numbers to a million. • Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. • Compare and order numbers to a million. • Round numbers to a million. • Negative numbers.	• Add whole numbers with more than 4-digits (column method). • Subtract whole numbers with more than 4-digits (column method). • Round to estimate and approximate. • Inverse operations (addition and subtraction). • Multi-step addition and subtraction problems.	• Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Read and interpret tables. • Two way tables. • Timetables.	• Multiples. • Factors. • Common factors. • Prime numbers. • Square numbers. • Cube numbers. • Multiplying by 10, 100 and 1000. • Dividing by 10, 100 and 1000. • Multiples of 10, 100 and 1000.	• Measure perimeter. • Calculate perimeter. • Area of rectangles. • Area of compound shapes. • Area of irregular shapes.	All
National Curriculum Link	• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. • Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	• Add and subtract numbers mentally with increasingly large numbers. • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	• Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables including timetables.	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. • Multiply and divide numbers mentally, drawing upon known facts. • 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. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}). • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.	All

Year 5 – Yearly Overview - Spring

	Week 1 - 3 BLOCK 1	Week 4 - 9 BLOCK 2	Week 10 - 11 BLOCK 5	Week 12
	Number: Multiplication and Division	**Number: Fractions**	**Number: Decimals and Percentages**	**Consolidation**
White Rose Maths Small Steps	• Multiply 4-digits by 1-digit. • Multiply 2-digits (area model). • Multiply 2-digits by 2-digits. • Multiply 3-digits by 2-digits. • Multiply 4-digits by 2-digits. • Divide 4-digits by 1-digit. • Divide with remainders.	• Equivalent fractions. • Improper fractions to mixed numbers. • Mixed numbers to improper fractions. • Number sequences. • Compare and order fractions less than 1. • Compare and order fractions greater than 1. • Add and subtract fractions. • Add fractions within 1. • Add 3 or more fractions. • Add fractions. • Add mixed numbers. • Subtract fractions. • Subtract mixed numbers. • Subtract – breaking the whole. • Subtract 2 mixed numbers. • Multiply unit fractions by an integer. • Multiply non-unit fractions by an integer. • Multiply mixed numbers by integers. • Fraction of an amount. • Using fractions as operators.	• Decimals up to 2 d.p. • Decimals as fractions (1). • Decimals as fractions (2). • Understand thousandths. • Thousands as decimals. • Rounding decimals. • Order and compare decimals. • Understand percentages. • Percentages as fractions and decimals. • Equivalent F.D.P.	All
National Curriculum Link	• Multiply and divide numbers mentally drawing upon known facts. • 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. • 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. • Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.	• Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • 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. • Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25.	All

Year 5 – Yearly Overview - Summer

	Week 1 - 4 BLOCK 1	Week 5 - 7 BLOCK 2	Week 8 BLOCK 3	Week 9 - 10 BLOCK 4	Week 11 BLOCK 5	Week 12
	Number: Decimals	**Geometry: Properties of Shape**	**Geometry: Position and Direction**	**Measurements: Converting Units**	**Measurement: Volume**	**Consolidation**
White Rose Maths Small Steps	• Adding decimals within 1. • Subtracting decimals within 1. • Complements to 1. • Adding decimals – crossing the whole. • Adding decimals with the same number of decimal places. • Subtracting decimals with the same number of decimal places. • Adding decimals with a different number of decimal places. • Subtracting decimals with a different number of decimal places. • Adding and subtracting whole and decimals. • Decimal sequences. • Multiplying decimals by 10, 100 and 1000. • Dividing decimals by 10, 100 and 1,000.	• Measuring angles in degrees. • Measuring with a protractor (1). • Measuring with a protractor (2). • Drawing lines and angles accurately. • Calculating angles on a straight line. • Calculating angles around a point. • Calculating lengths and angles in shapes. • Regular and irregular polygons. • Reasoning about 3D shapes.	• Position in the first quadrant. • Reflection. • Reflection with coordinates. • Translation. • Translation with coordinates.	• Kilograms and kilometres. • Milligrams and millilitres. • Metric units. • Imperial units. • Converting units of time. • Timetables.	• What is volume? • Compare volume. • Estimate volume. • Estimate capacity.	All
National Curriculum Link	• Solve problems involving number up to three decimal places. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	• Identify 3D shapes, including cubes and other cuboids, from 2D representations. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees. • Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.	• 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.	• Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]. • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time.	• Estimate volume [for example using 1cm3 blocks to build cuboids • (including cubes)] and capacity [for • example, using water]. • Use all four operations to solve problems involving measure.	All

Year 6 – Yearly 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	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Fractions				Geometry: Position and Direction	Consolidation
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation
Summer	Geometry: Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

Year 6 – Yearly Overview - Autumn

	Week 1 - 2 BLOCK 1	Week 3 - 6 BLOCK 2	Week 7 - 10 BLOCK 4	Week 11	Week 12
	Number: Place Value	**Number: Addition, Subtraction, Multiplication and Division**	**Number: Fractions**	**Geometry: Position and Direction**	**Consolidation**
White Rose Maths Small Steps	• Numbers to ten million. • Compare an order any number. • Round any numbers. • Negative numbers.	• Add and subtract whole numbers. • Multiply up to 4-digit by 1-digit number. • Short division. • Division using factors. • Long division (1). • Long division (2). • Long division (3). • Long division (4). • Common factors. • Common multiples. • Primes. • Squares and cubes. • Order of operations. • Mental calculations and estimation. • Reasoning from known facts.	• Simplify fractions. • Fractions on a number line. • Compare & order (denominator). • Compare & order (numerator). • Add & subtract fractions (1). • Add & subtract fractions (2). • Adding fractions. • Subtracting fractions. • Mixed addition and subtraction. • Multiply fractions by integers. • Multiply fractions by fractions. • Divide fractions by integers (1). • Divide fractions by integers (2). • Four rules with fractions. • Fraction of an amount. • Finding the whole.	• Coordinates in the first quadrant. • Coordinate in four quadrants. • Translations. • Reflections.	All
National Curriculum Link	• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. • Round any whole number to a • required degree of accuracy. • Use negative numbers in • context, and calculate intervals • across zero. • Solve number and practical • problems that involve all of the • above.	• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. • Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. • 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. • Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.	• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions >1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$). • Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$). • Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8). • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. • Multiply one digit numbers with up to two decimal places by whole numbers. • Use written division methods in cases where the answer has up to two decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	• Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	All

Year 6 – Yearly Overview - Spring

	Week 1 - 2 BLOCK 1	Week 3 - 4 BLOCK 2	Week 5 - 6 BLOCK 3	Week 7 BLOCK 4	Week 8 - 9 BLOCK 5	Week 10 - 11 BLOCK 6	Week 12
	Number: Decimals	**Number: Percentages**	**Number: Algebra**	**Measurement: Converting Units**	**Measurement: Perimeter, Area and Volume**	**Number: Ratio**	**Consolidation**
White Rose Maths Small Steps	• Three decimal places. • Multiply by 10, 100 and 1,000. • Divide by 10, 100 and 1,000. • Multiply decimals by integers. • Divide decimals by integers. • Division to solve problems. • Decimals as fractions. • Fractions to decimals (1). • Fractions to decimals (2).	• Fractions to percentages. • Equivalent FDP. • Percentage of an amount (1). • Percentage of an amount (2). • Percentages – missing values. • Percentage increase and decrease. • Order FDP.	• Find a rule – one step. • Find a rule – two step. • Use an algebraic rule. • Substitution. • Formulae. • Word problems. • Solve simple one step equations. • Solve two step equations. • Find pairs of values. • Enumerate possibilities.	• Metric measures. • Convert metric measures. • Calculate with metric measures. • Miles and kilometres. • Imperial measures.	• Shapes – same area. • Area and perimeter. • Area of a triangle (1). • Area of a triangle (2). • Area of a triangle (3). • Area of a parallelogram. • Volume – counting cubes. • Volume of a cuboid.	• Use ratio language. • Ratio and fractions. • Introducing the ratio symbol. • Calculating ratio. • Using scale factors. • Calculating scale factors. • Ratio and proportion problems.	All
National Curriculum Link	• Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy.	• Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.	• Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of • combinations of two variables.	• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • 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 to up to 3 d.p. • Convert between miles and kilometres.	• Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use formulae for area and volume of shapes. • Calculate the area of parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3).	• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	All

Year 6 – Yearly Overview - Summer

	Week 1 - 2 BLOCK 1	Week 3 - 5 BLOCK 2	Week 6 - 7 BLOCK 3	Week 8 - 11 BLOCK 4	Week 12
	Geometry: Properties of Shapes	**Problem Solving**	**Statistics**	**Investigations**	**Consolidation**
White Rose Maths Small Steps	• Measure with a protractor. • Introduce angles. • Calculate angles. • Vertically opposite angles. • Angles in a triangle. • Angles in a triangle – special cases. • Angles in a triangle – missing angles. • Angles in special quadrilaterals. • Angles in regular polygons. • Draw shapes accurately. • Nets of 3D shapes.	All	• Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Circles. • Read and interpret pie charts. • Pie charts with percentages. • Draw pie charts. • The mean.	All	All
National Curriculum Link	• Draw 2-D shapes using given dimensions and angles. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	All	• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average.	All	All