Eastfield Primary Academy
Maths Long-Term Overview: Reception to Year 6

How to read this overview

Reception develops the foundations of number through subitising, counting, composition and comparison. From Year 1 onward, these foundations develop into increasingly complex work in place value, calculation, fractions, measurement, geometry and statistics, with decimals, percentages, ratio and algebra introduced as pupils are ready. Consolidation and retrieval are deliberately built into the sequence.

Term-by-term curriculum sequence

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Subitising within 3; cardinality and counting; composition within 4; comparison.	Place value; addition and subtraction; consolidation.	Counting and recognition; place value; consolidation.	Place value; addition and subtraction (mental).	Baseline; place value, representation, rounding, negative/Roman numerals; written addition/subtraction; inverse and estimation.	Year 4 recap; place value; addition and subtraction (mental/formal); statistics.	Place value; addition/subtraction (mental/formal); multiplication/division (mental).
Autumn 2	Subitising within 5; counting beyond 5 and numeral recognition; composition within 5; comparing sets.	Addition and subtraction; properties of shape; consolidation.	Addition and subtraction; money; multiplication and division.	Addition and subtraction (formal); multiplication and division (formal and mental).	Multiply/divide by 10 and 100; multiplication/division facts including 3, 6, 9, 7, 11, 12; time.	Statistics; multiplication and division (mental/formal); perimeter and area; consolidation.	Multiplication/division (formal); fractions; position/direction; statistics.
Spring 1	Patterns within/beyond 5; counting to 20+; composition of 5 and 6, “5 and a bit”; comparison and equalising sets.	Addition and subtraction; place value; length and height.	Multiplication and division; statistics; properties of shape; fractions.	Multiplication and division (mental/formal); money; statistics.	Factor pairs and efficient multiplication; written multiplication/division; area and perimeter.	Formal multiplication/division; fractions.	Decimals and percentages; algebra.
Spring 2	Doubles and symmetry; cardinality within 10; odd/even composition; comparing numbers.	Length/height; volume and weight; place value; consolidation.	Fractions; length and height; position and direction; mass and capacity.	Statistics; length and perimeter; fractions.	Equivalent fractions; counting in fractions; add/subtract fractions; tenths/hundredths; divide by 10/100.	Fractions; decimals and percentages; consolidation.	Converting units; perimeter, area and volume; ratio.
Summer 1	Subitising within 10; counting from different starting points; composition of 10; ordering sets.	Place value; multiplication and division; fractions.	Temperature; time; SATs skills; consolidation of addition and subtraction.	Fractions; time.	Compare/order/round decimals; money; multiplication/division by 12.	Decimals; properties of shape.	Statistics; properties of shape.
Summer 2	Consolidation of previously taught concepts in varied contexts and with different numbers.	Position and direction; money; time; consolidation.	Consolidation and preparation for Year 3.	Properties of shape; mass and capacity; consolidation.	Converting measures; time; properties of shape; position/direction; statistics.	Properties of shape; position/direction; converting units; volume; consolidation.	Properties of shape; position/direction; converting units; perimeter/area/volume; statistics.

Progression by mathematical strand

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Foundations / Number sense	Subitising; cardinality; counting; composition; comparison; doubles; odd/even; order.	Place value revisited throughout year.	Counting/recognition then place value.	Place value.	Represent/round numbers; negative and Roman numerals.	Y4 recap then place value.	Place value.
Addition & subtraction	Composition and comparison provide foundations.	Mental addition/subtraction across autumn and spring.	Addition/subtraction; later consolidation.	Mental then formal addition/subtraction.	Written methods; inverse and estimation.	Mental and formal methods.	Mental and formal methods.
Multiplication & division	Doubles, composition and patterns build early structures.	Introduced in Summer 1.	Developed Autumn 2/Spring 1.	Mental and formal methods developed Autumn/Spring.	Facts, factor pairs, efficient and written methods.	Mental/formal methods; formal methods revisited.	Mental then formal methods.
Fractions / decimals / percentages	Whole-part composition provides foundation.	Fractions introduced Summer 1.	Fractions developed Spring 1/2.	Fractions developed Spring/Summer.	Fractions then tenths/hundredths and decimal comparison/rounding.	Fractions → decimals & percentages → decimals.	Fractions → decimals & percentages.
Algebra & ratio	Pattern and composition foundations.	—	—	—	—	—	Algebra in Spring 1; ratio in Spring 2.
Measurement	Comparison language and everyday contexts.	Length/height; volume/weight; money; time.	Length/height; mass/capacity; temperature; time; money.	Money; length/perimeter; time; mass/capacity.	Time; area/perimeter; money; converting measures.	Perimeter/area; converting units; volume.	Converting units; perimeter, area and volume.
Geometry	Spatial/pattern experiences within provision.	Properties of shape; position/direction.	Properties of shape; position/direction.	Properties of shape.	Properties of shape; position/direction.	Properties of shape; position/direction.	Properties of shape; position/direction.
Statistics	Opportunities to compare and organise quantities.	—	Statistics in Spring 1.	Statistics in Spring 1/2.	Statistics in Summer 2.	Statistics in Autumn.	Statistics in Autumn 2 and Summer.

Eastfield-wide teaching principles

- Oracy and vocabulary: key mathematical vocabulary is explicitly modelled and pupils explain, justify and compare strategies.
- Images and representations: concrete resources, manipulatives and visual representations are used to make mathematical structures visible and support movement towards abstraction.
- Retrieval and fluency: previously learned knowledge and number facts are revisited so pupils can apply them efficiently in new learning.
- Reasoning and problem-solving: pupils apply knowledge, make connections and explain why methods work.
- Adaptive teaching: assessment informs modelling, scaffolding, representation, practice and challenge while maintaining ambitious mathematical goals.