MATHS CURRICULUM OVERVIEW

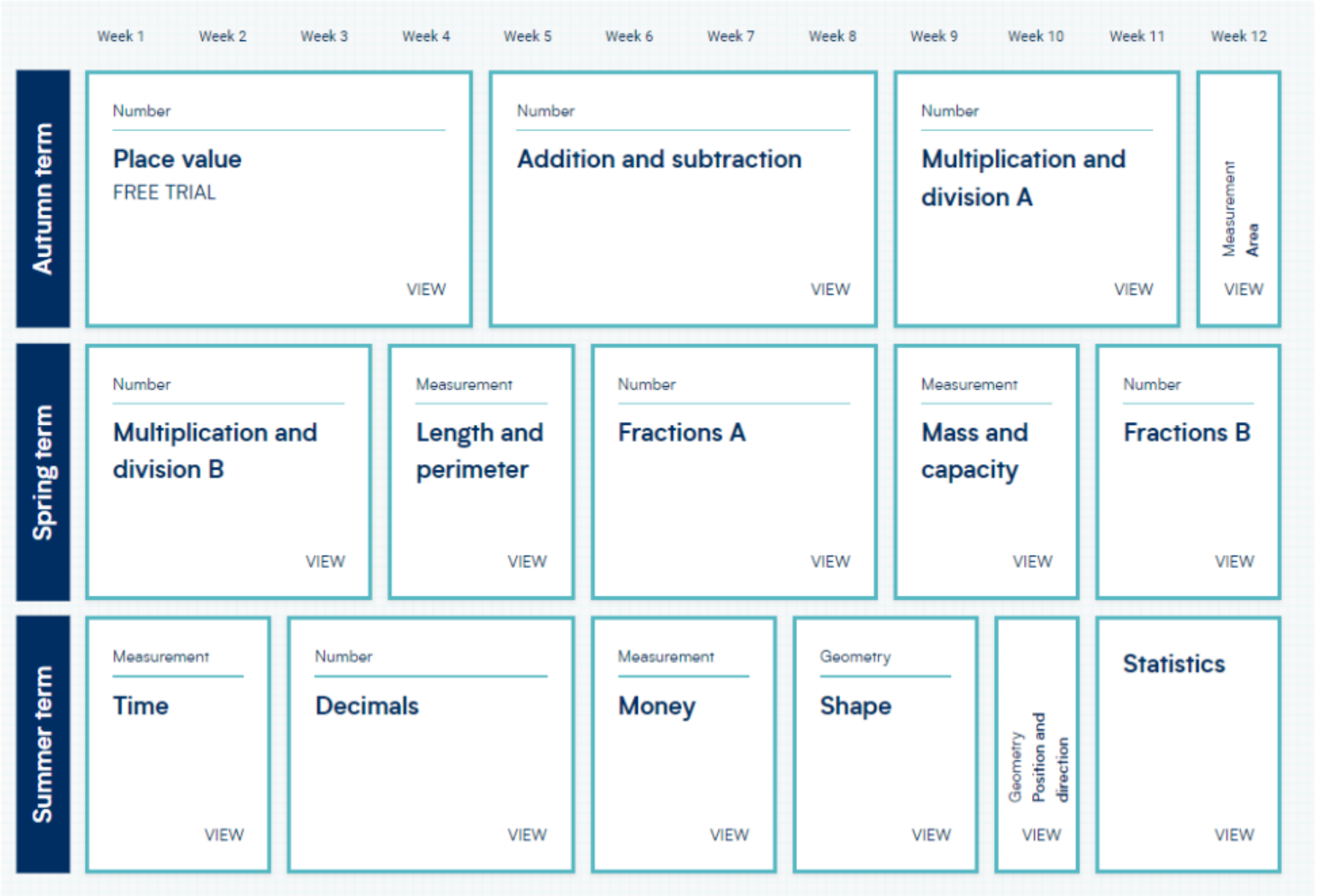
ST. FRANCIS SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	Getting to know you: all about me and my family	Winter Wonderland	Tell me a story	Our World	We like to move it, move it!	All things bright and beautiful
MATHEMATICS	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
Number	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. Explore number 5 – Verbally counts up to 5 objects. Attempts to use 1:1 correspondence Knows that the last number reached is the total Recognises a group of 5 Recognises numeral 5		Verbally counts to 10 and starts to try and write some numerals	
NUMERICAL PATTERNS	Recognise and talk about the properties of circles. Look for them in the environment. Explore drawing circles Talk about and explore 2D shapes using mathematic language. Recognise and talk about the properties of Triangles and squares		Explore 2D shapes using mathematical language Selects shapes for building and explore combining shapes Recognise and talk about the properties of rectangles. Explore drawing rectangles. Begin to use position words to describe routes and locations		Talk about and identify 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. Sorts objects according to size / shape comparisons – height of 2 objects Understands and uses language full / empty Describe a familiar route using positional language Describe a sequence of events using words such as 'first', 'then'	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Once upon a time & me	celebrations	Around the World	Our Green & Blue World	Amazing Animals	The Great Outdoors
Maths ***We use White Rose resources and children experience a rich variety of outdoor maths lessons.*** ***We use Numberblocks to support teaching and learning.***	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go', talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Match, sort and compare • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts **Talk about measure and patterns** • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns	**It's me 1,2,3** • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 **Circles and triangles** • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position **1,2,3,4,5** • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1–5 **Shapes with 4 sides** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night	**Alive in 5** • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more, 1 less • Composition • Conceptual subitising to 5 **Mass and capacity** • Compare mass • Find a balance • Explore capacity • Compare capacity **Growing 6,7,8** • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs – odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine two groups • Conceptual subitising	**Length, height and time** • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time **Building 9 and 10** • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more,1 less • Composition to 10 • Bonds to 10 • Doubles to 10 • Explore even and odd **Explore 3D shape** • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment	**1 to 20 and beyond** • Build numbers beyond 10 • Continue patterns beyond 10 • Verbal counting beyond 20 • Verbal counting patterns **How many now?** • Add more • How many did I add? • Take away • How many did I take away? **Manipulate, compose and decompose** • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes	**Sharing and grouping** • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles **Visualise, build and map** • Identify units of repeating patterns • Create and explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps and plans from story situations **Make connections** • Deepen understanding • Patterns and relationships

YEAR 1/2 MIXED AGE CURRICULUM MAP

YEAR 3/4 MIXED AGE CURRICULUM MAP



YEAR 5/6 MIXED AGE CURRICULUM MAP