



## Maths Coverage EYFS

| Mathematical Vocabulary  |                            |          |                                                                                                                               |
|--------------------------|----------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds | Communication and Language |          | Use a wider range of vocabulary. Understand 'why' questions, like: "why do you think the caterpillar is so fat?"              |
| Reception                | Communication and Language |          | Learn new vocabulary. Use new vocabulary throughout the day.                                                                  |
| ELG                      | Communication and Language | Speaking | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. |

| Number and Place Value   |             |                    |                                                                                                                                                                                                                        |
|--------------------------|-------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Counting                 |             |                    |                                                                                                                                                                                                                        |
| Three and Four-Year-Olds | Mathematics |                    | Recite numbers past 5. Say one number name 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'). |
| Reception                | Mathematics |                    | Count objects, actions and sounds. Count beyond ten.                                                                                                                                                                   |
| ELG                      | Mathematics | Numerical Patterns | Verbally count beyond 20, recognising the pattern of the counting system                                                                                                                                               |

| Identifying, Representing and Estimating Numbers |             |                                                                                                                                                          |
|--------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds                         | Mathematics | <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> </ul> |



|           |             |        |                                                                                                                                                                                                                                                                                  |
|-----------|-------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |             |        | <ul style="list-style-type: none"> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul> <p>Experiment with their own symbols and marks as well as numerals.</p> |
| Reception | Mathematics |        | <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>                                                                                                                                                                                         |
| ELG       | Mathematics | Number | Subitise (recognising quantities without counting) up to 5.                                                                                                                                                                                                                      |

| Reading and Writing Numbers |             |  |                                                                                                            |
|-----------------------------|-------------|--|------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds    | Mathematics |  | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. |
| Reception                   | Mathematics |  | Experiment with their own symbols and marks as well as numerals.                                           |

| Compare and Order Numbers |             |                    |                                                                                                                                                |
|---------------------------|-------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds  | Mathematics |                    | Compare quantities using language: 'more than', 'fewer than'.                                                                                  |
| Reception                 | Mathematics |                    | Compare numbers.                                                                                                                               |
| ELG                       | Mathematics | Numerical patterns | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |



| Understanding Place Value |             |        |                                                                                                                                                                                           |
|---------------------------|-------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception                 | Mathematics |        | <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul> <p>Explore the composition of numbers to 10.</p> |
| ELG                       | Mathematics | Number | Have a deep understanding of numbers to 10, including the composition of each number.                                                                                                     |

| Solve problems           |             |                                                             |
|--------------------------|-------------|-------------------------------------------------------------|
| Three and Four-Year-Olds | Mathematics | Solve real world mathematical problems with numbers up to 5 |

| Addition and Subtraction |             |                     |                                                                                                                                                                                    |
|--------------------------|-------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mental Calculations      |             |                     |                                                                                                                                                                                    |
| Reception                | Mathematics |                     | Automatically recall number bonds for numbers 0-5 and some to 10.                                                                                                                  |
| ELG                      | Mathematics | Number              | 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. |
| Solve Problems           |             |                     |                                                                                                                                                                                    |
| ELG                      | Mathematics | Numerical patterns. | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.                                       |



| Measurement                                        |             |                                                                                                    |
|----------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------|
| Describe, Measure, Compare and Solve (All Strands) |             |                                                                                                    |
| Three and Four-Year-Olds                           | Mathematics | Make comparisons between objects relating to size, length, weight and capacity.                    |
| Reception                                          | Mathematics | Compare length, weight and capacity.                                                               |
| Telling the Time                                   |             |                                                                                                    |
| Three and Four-Year-Olds                           | Mathematics | Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...' |

| Properties of Shapes                            |             |                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognise 2D and 3D Shapes and their Properties |             |                                                                                                                                                                                                                                                                                                                                                                                       |
| Three and Four-Year-Olds                        | Mathematics | <p>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'.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> |
| Reception                                       | Mathematics | Select, rotate and manipulate shapes in order to develop spatial reasoning skills.                                                                                                                                                                                                                                                                                                    |
| Compare and Classify Shapes                     |             |                                                                                                                                                                                                                                                                                                                                                                                       |
| Three and Four-Year-Olds                        | Mathematics | Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.                                                                                                                                                                                                                                                             |



## Position and Direction

### Position, Direction and Movement

|                          |                         |                                                                                                                                                                                                                      |
|--------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds | Mathematics             | Understand position through words alone – for example, “The bag is under the table,” – with no pointing.<br>Describe a familiar route.<br>Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| Reception                | Understanding the world | Draw information from a simple map.                                                                                                                                                                                  |

### Patterns

|                          |             |                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul> Notice and correct an error in a repeating pattern. |
| Reception                | Mathematics | Continue, copy and create repeating patterns.                                                                                                                                                                                                                                                                                                                 |

## Statistics

### Record, Present and Interpret Data

|                          |             |                                                                   |
|--------------------------|-------------|-------------------------------------------------------------------|
| Three and Four-Year-Olds | Mathematics | Experiment with their own symbols and marks, as well as numerals. |
|--------------------------|-------------|-------------------------------------------------------------------|



## Mathematics Coverage Year 1

| TERM            | WEEK | STRAND                                                     |
|-----------------|------|------------------------------------------------------------|
| <b>Autumn A</b> | 1    | Skills week                                                |
|                 | 2    | Number: Place Value (within 10)                            |
|                 | 3    | Number: Place Value (within 10)                            |
|                 | 4    | Number: Place Value (within 20)                            |
|                 | 5    | Number: Place Value (within 20)                            |
|                 | 6    | Number: Addition and Subtraction (within 10)               |
|                 | 7    | Number: Addition and Subtraction (within 10)               |
| <b>Autumn B</b> | 1    | <b>Assessment week</b>                                     |
|                 | 2    | Number: Addition and Subtraction (within 10)               |
|                 | 3    | Geometry: 2D and 3D Shapes                                 |
|                 | 4    | Geometry: 2D and 3D Shapes                                 |
|                 | 5    | Number: Place Value                                        |
|                 | 6    | Number: Place Value                                        |
|                 | 7    | Number: Addition and Subtraction (within 20)               |
| <b>Spring A</b> | 1    | <b>STEAM week</b>                                          |
|                 | 2    | Number: Addition and Subtraction (within 20)               |
|                 | 3    | Number: Addition and Subtraction (within 20)               |
|                 | 4    | Number: Addition and Subtraction (within 20)               |
|                 | 5    | Number: Place Value with 50 (multiples of 2 5 10 included) |
|                 | 6    | Number: Place Value with 50 (multiples of 2 5 10 included) |
|                 | 7    | Number: Place Value with 50 (multiples of 2 5 10 included) |
| <b>Spring B</b> | 1    | <b>Reading week</b>                                        |
|                 | 2    | <b>Assessment Week</b>                                     |
|                 | 3    | Measurement: Length and Height                             |
|                 | 4    | Measurement: Length and Height                             |
|                 | 5    | Measurement: Weight and Volume                             |
|                 | 6    | Measurement: Weight and Volume                             |
| <b>Summer A</b> | 1    | Number: Multiplication                                     |
|                 | 2    | Number: Multiplication                                     |
|                 | 3    | Number: Division                                           |
|                 | 4    | Number: Fractions                                          |
|                 | 5    | Number: Fractions                                          |
| <b>Summer B</b> | 1    | <b>Assessment Week</b>                                     |
|                 | 2    | Geometry – Position and direction                          |
|                 | 3    | Measurement - Money                                        |
|                 | 4    | Measurement: Time                                          |
|                 | 5    | Measurement: Time                                          |
|                 | 6    | Number: Place Value within 100                             |
|                 | 7    | Number: Place Value within 100                             |



## Mathematics Coverage Year 2

| TERM            | WEEK | STRAND                                      |
|-----------------|------|---------------------------------------------|
| <b>Autumn A</b> | 1    | Skills week                                 |
|                 | 2    | Number: Place Value                         |
|                 | 3    | Number: Place Value                         |
|                 | 4    | Number: Place Value                         |
|                 | 5    | Number: Addition and Subtraction            |
|                 | 6    | Number: Addition and Subtraction            |
|                 | 7    | Number: Addition and Subtraction            |
| <b>Autumn B</b> | 1    | <b>Assessment Week</b>                      |
|                 | 2    | Number: Addition and Subtraction            |
|                 | 3    | Measurement - Money                         |
|                 | 4    | Measurement - Money                         |
|                 | 5    | Number – Multiplication and Division        |
|                 | 6    | Number – Multiplication and Division        |
|                 | 7    | Number – Multiplication and Division        |
| <b>Spring A</b> | 1    | <b>STEAM Week</b>                           |
|                 | 2    | Number – Multiplication and Division        |
|                 | 3    | Statistics                                  |
|                 | 4    | Statistics                                  |
|                 | 5    | Geometry : Properties of shape              |
|                 | 6    | Geometry : Properties of shape              |
|                 | 7    | Measurement: Length and Height              |
| <b>Spring B</b> | 1    | <b>Reading week</b>                         |
|                 | 2    | <b>Assessment week</b>                      |
|                 | 3    | Number: Fractions                           |
|                 | 4    | Number: Fractions                           |
|                 | 5    | Geometry – Position and direction           |
|                 | 6    | Geometry – Position and direction           |
| <b>Summer A</b> | 1    | Measurement: Mass, Capacity and temperature |
|                 | 2    | Measurement: Mass, Capacity and temperature |
|                 | 3    | Measurement Time                            |
|                 | 4    | <b>Poetry Slam week</b>                     |
|                 | 5    | <b>MADD week</b>                            |
| <b>Summer B</b> | 1    | <b>Assessment Week</b>                      |
|                 | 2    | Addition and subtraction                    |
|                 | 3    | Number : Addition, Subtraction,             |
|                 | 4    | Multiplication and Division                 |
|                 | 5    | Multiplication and Division                 |
|                 | 6    | Number: Fractions                           |
|                 | 7    | Investigations                              |



## Mathematics Coverage Year 3

| TERM            | WEEK | STRAND                              |
|-----------------|------|-------------------------------------|
| <b>Autumn A</b> | 1    | Skills week                         |
|                 | 2    | Number: Place Value                 |
|                 | 3    | Number: Place Value                 |
|                 | 4    | Number: Place Value                 |
|                 | 5    | Number: Addition and Subtraction    |
|                 | 6    | Number: Addition and Subtraction    |
|                 | 7    | Number: Addition and Subtraction    |
| <b>Autumn B</b> | 1    | <b>Assessment week</b>              |
|                 | 2    | Number: Addition and Subtraction    |
|                 | 3    | Number: Multiplication and Division |
|                 | 4    | Number: Multiplication and Division |
|                 | 5    | Number: Multiplication and Division |
|                 | 6    | Number: Multiplication and Division |
|                 | 7    | Statistics                          |
| <b>Spring A</b> | 1    | <b>STEAM Week</b>                   |
|                 | 2    | Measurement: length and Perimeter   |
|                 | 3    | Measurement: length and Perimeter   |
|                 | 4    | Measurement: length and Perimeter   |
|                 | 5    | Measurement : Money                 |
|                 | 6    | Number Fractions                    |
|                 | 7    | Number: Fractions                   |
| <b>Spring B</b> | 1    | <b>Assessment week</b>              |
|                 | 2    | <b>Reading week</b>                 |
|                 | 3    | Number: Fractions                   |
|                 | 4    | Number: Fractions                   |
|                 | 5    | Number: Fractions                   |
|                 | 6    | Measurement: Time                   |
| <b>Summer A</b> | 1    | Measurement: Time                   |
|                 | 2    | Measurement: Time                   |
|                 | 3    | Geometry – Properties of shape      |
|                 | 4    | <b>Poetry Slam week</b>             |
|                 | 5    | <b>MADD week</b>                    |
| <b>Summer B</b> | 1    | <b>Assessment week</b>              |
|                 | 2    | Geometry – Properties of shape      |
|                 | 3    | Geometry – Properties of shape      |
|                 | 4    | Measurement – Mass and Capacity     |
|                 | 5    | Measurement – Mass and Capacity     |
|                 | 6    | Measurement – Mass and Capacity     |
|                 | 7    | Investigations /Problem Solving     |





## Mathematics Coverage Year 4

| TERM            | WEEK | STRAND                              |
|-----------------|------|-------------------------------------|
| <b>Autumn A</b> | 1    | Skills week                         |
|                 | 2    | Number: Place Value                 |
|                 | 3    | Number: Place Value                 |
|                 | 4    | Number: Place Value                 |
|                 | 5    | Number: Place Value                 |
|                 | 6    | Number: Addition and Subtraction    |
|                 | 7    | Number: Addition and Subtraction    |
| <b>Autumn B</b> | 1    | <b>Assessment week</b>              |
|                 | 2    | Number: Addition and Subtraction    |
|                 | 3    | Measurement: length and Perimeter   |
|                 | 4    | Number: Multiplication and Division |
|                 | 5    | Number: Multiplication and Division |
|                 | 6    | Number: Multiplication and Division |
|                 | 7    | Number: Multiplication and Division |
| <b>Spring A</b> | 1    | <b>STEAM week</b>                   |
|                 | 2    | Number: Multiplication and Division |
|                 | 3    | Measurement: Area                   |
|                 | 4    | Number: Fractions                   |
|                 | 5    | Number: Fractions                   |
|                 | 6    | Number: Fractions                   |
|                 | 7    | Number: Fractions                   |
| <b>Spring B</b> | 1    | <b>Assessment Week</b>              |
|                 | 2    | <b>Reading week</b>                 |
|                 | 3    | Number: Decimals                    |
|                 | 4    | Number: Decimals                    |
|                 | 5    | Number: Decimals                    |
|                 | 6    | Number: Decimals                    |
| <b>Summer A</b> | 1    | Measurement: Money                  |
|                 | 2    | Measurement: Money                  |
|                 | 3    | Measurement: Time                   |
|                 | 4    | <b>Poetry slam week</b>             |
|                 | 5    | <b>MAAD week</b>                    |
| <b>Summer B</b> | 1    | <b>Assessment week</b>              |
|                 | 2    | Measurement – time (MTC week)       |
|                 | 3    | statistics                          |
|                 | 4    | Geometry: Properties of Shape       |
|                 | 5    | Geometry: Properties of Shape       |
|                 | 6    | Geometry: Properties of Shape       |
|                 | 7    | Geometry: Position and Direction    |



## Mathematics Coverage Year 5

| TERM            | WEEK | STRAND                                                      |
|-----------------|------|-------------------------------------------------------------|
| <b>Autumn A</b> | 1    | Skills week                                                 |
|                 | 2    | Number: Place Value                                         |
|                 | 3    | Number: Place Value                                         |
|                 | 4    | Number: Place Value                                         |
|                 | 5    | - Number: Addition and Subtraction                          |
|                 | 6    | Number: Addition and Subtraction                            |
|                 | 7    | Statistics                                                  |
| <b>Autumn B</b> | 1    | <b>Assessment week</b>                                      |
|                 | 2    | Statistics                                                  |
|                 | 3    | Number: Multiplication and Division                         |
|                 | 4    | Number: Multiplication and Division                         |
|                 | 5    | Number: Multiplication and Division                         |
|                 | 6    | Measurement: Perimeter and Area                             |
|                 | 7    | Measurement: Perimeter and Area                             |
| <b>Spring A</b> | 1    | <b>STEAM week</b>                                           |
|                 | 2    | Number: Multiplication and Division                         |
|                 | 3    | Number: Multiplication and Division                         |
|                 | 4    | Number: Multiplication and Division                         |
|                 | 5    | Number: Fractions                                           |
|                 | 6    | Number: Fractions                                           |
|                 | 7    | Number: Fractions                                           |
| <b>Spring B</b> | 1    | <b>Assessment Week</b>                                      |
|                 | 2    | <b>Reading week</b>                                         |
|                 | 3    | Number: Fractions                                           |
|                 | 4    | Number: Fractions                                           |
|                 | 5    | Number: Decimals/ Percentages                               |
|                 | 6    | Number: Decimals/Percentages                                |
| <b>Summer A</b> | 1    | Number: Decimals                                            |
|                 | 2    | Number: Decimals                                            |
|                 | 3    | Geometry: Properties of Shape                               |
|                 | 4    | <b>Poetry slam week</b>                                     |
|                 | 5    | <b>MADD Week</b>                                            |
| <b>Summer B</b> | 1    | <b>Assessment week</b>                                      |
|                 | 2    | Geometry: Properties of Shape                               |
|                 | 3    | Geometry: Properties of shapes                              |
|                 | 4    | Geometry: Position and direction                            |
|                 | 5    | Measurement: Converting Units                               |
|                 | 6    | Measurement: Volume                                         |
|                 | 7    | Number : Addition, Subtraction, Multiplication and Division |



## Mathematics Coverage Year 6

| TERM            | WEEK | STRAND                                   |
|-----------------|------|------------------------------------------|
| <b>Autumn A</b> | 1    | Skills week                              |
|                 | 2    | Number: Place Value                      |
|                 | 3    | Number: Place Value                      |
|                 | 4    | Number: Addition and Subtraction         |
|                 | 5    | Number: Multiplication and Division      |
|                 | 6    | Number: Division                         |
|                 | 7    | Number: Fractions                        |
| <b>Autumn B</b> | 1    | <b>Assessment week</b>                   |
|                 | 2    | Number: Fractions/Decimals               |
|                 | 3    | Number: Fractions/Decimals               |
|                 | 4    | Number: Properties of Number             |
|                 | 5    | Geometry: Position and Direction         |
|                 | 6    | Number: percentages                      |
|                 | 7    | Measurement: converting units            |
| <b>Spring A</b> | 1    | <b>STEAM week</b>                        |
|                 | 2    | Measurement: Perimeter, Area and Volume  |
|                 | 3    | Geometry: Properties of Shape            |
|                 | 4    | Geometry: Properties of Shape            |
|                 | 5    | Number: Place Value / Roman Numerals     |
|                 | 6    | Statistics                               |
|                 | 7    | Algebra/ratio                            |
| <b>Spring B</b> | 1    | <b>Assessment week</b>                   |
|                 | 2    | <b>Reading week</b>                      |
|                 | 3    | Number : Multi Step Problem Solving      |
|                 | 4    | Revision: Number / Fractions             |
|                 | 5    | Revision: Ratio and Proportion / Algebra |
|                 | 6    | Revision: Measurement                    |
| <b>Summer A</b> | 1    | Revision : Statistics                    |
|                 | 2    | Revision: Geometry                       |
|                 | 3    | <b>Key Stage 2 Assessment Week</b>       |
|                 | 4    | <b>Poetry slam week</b>                  |
|                 | 5    | <b>MADD week</b>                         |
| <b>Summer B</b> | 1    | Transition Work                          |
|                 | 2    | Transition Work                          |
|                 | 3    | Transition Work                          |
|                 | 4    | Transition Work                          |
|                 | 5    | Transition Work                          |
|                 | 6    | Transition Work                          |
|                 | 7    | Transition Work                          |