## Yearly Overview 2023-2024

## Overall aim of the programme:

This scheme of learning is designed to support a mastery approach to teaching and learning and is consistent with the aims and objectives of the National Curriculum. A significant amount of time is spent reinforcing number in order to build competency and ensure pupils can confidently access the rest of the curriculum. This scheme supports teachers to stay within the required key stage so that pupils acquire depth of knowledge in each topic. Opportunities to revisit previously learned skills are built into later blocks and the use of flashback 4 starters provide a daily opportunity to revisit prior learning to improve retention. Q1 is from the last lesson; Q2 is from last week; Q3 is from 2 to 3 weeks ago; Q4 is from last term/year. There is also a bonus question on each starter to recap topics such as telling the time, times-tables and Roman numerals.

Pupils can progress through the schemes as a group, encouraging pupils of all abilities to support each other in their learning. This scheme develops all three key areas of the National Curriculum, giving pupils the knowledge and skills they need to become confident mathematicians.

Assessments take place at the end of each topic to ensure understanding in order to progress to the next topic.
Opportunities for reading will appear throughout the scheme of work, through pupils reading aloud from presentations, reading worded questions and reading data.
$\left.\begin{array}{|l|l|l|l|l|l|l|}\hline \begin{array}{l}\text { Subject: } \\ \text { Mathematics }\end{array} & \text { Autumn 1 } & \text { Autumn 2 } & \text { Spring 1 } & \text { Spring 2 } & \text { Summer 1 } & \text { Summer 2 } \\ \hline \text { Year R } & \begin{array}{l}\text { Match sort and } \\ \text { compare. } \\ \text { Talk about } \\ \text { measure and } \\ \text { patterns. }\end{array} & \begin{array}{l}\text { It's me 1, 2, 3. } \\ \text { Circles and } \\ \text { triangles. } \\ 1,2,3,4,5 . \\ \text { Shapes with 4 } \\ \text { sides. }\end{array} & \begin{array}{l}\text { Alive in 5. } \\ \text { Mass and } \\ \text { capacity. } \\ \text { Growing 6, 7, 8. }\end{array} & \begin{array}{l}\text { Length, height } \\ \text { and time. } \\ \text { Building 9 and 10. } \\ \text { Exploring 3D } \\ \text { shapes. }\end{array} & \begin{array}{l}\text { To 20 and } \\ \text { beyond. } \\ \text { How many now? } \\ \text { Manipulate, } \\ \text { compose and } \\ \text { decompose. }\end{array} & \begin{array}{l}\text { Sharing and } \\ \text { grouping. } \\ \text { Visualise, build } \\ \text { and map. } \\ \text { Make } \\ \text { connections. } \\ \text { Consolidation. }\end{array} \\ \hline \text { Year 1 } & \begin{array}{l}\text { Place Value } \\ \text { (within 10). } \\ \text { Addition and } \\ \text { subtraction } \\ \text { (within 10). }\end{array} & \begin{array}{l}\text { Addition and } \\ \text { subtraction } \\ \text { (within 10). } \\ \text { Shape. } \\ \text { Consolidation. }\end{array} & \begin{array}{l}\text { Place Value } \\ \text { (within 20). } \\ \text { Addition and } \\ \text { subtraction } \\ \text { (within 20). }\end{array} & \begin{array}{l}\text { Place value } \\ \text { (within 50). } \\ \text { Length and } \\ \text { height. } \\ \text { Mass and volume. }\end{array} & \begin{array}{l}\text { Multiplication and } \\ \text { division. } \\ \text { Fractions. } \\ \text { Position and } \\ \text { direction. }\end{array} & \begin{array}{l}\text { Place value } \\ \text { (within 100). } \\ \text { Money. } \\ \text { Time. } \\ \text { Consolidation. }\end{array} \\ \hline \text { Year 2 } & \begin{array}{l}\text { Place Value. } \\ \text { Addition and } \\ \text { subtraction. }\end{array} & \begin{array}{l}\text { Addition and } \\ \text { subtraction. } \\ \text { Shape. }\end{array} & \begin{array}{l}\text { Money. } \\ \text { Multiplication and } \\ \text { division. }\end{array} & \begin{array}{l}\text { Length and } \\ \text { height. } \\ \text { Mass, capacity } \\ \text { and temperature. }\end{array} & \begin{array}{l}\text { Fractions. } \\ \text { Time. }\end{array} & \begin{array}{l}\text { Statistics. } \\ \text { Position and } \\ \text { direction. }\end{array} \\ \text { Consolidation. }\end{array}\right]$

[^0]| Year 4 | Place value. Addition and subtraction. | Area. <br> Multiplication and division (A). Consolidation. | Multiplication and division (B). Length and perimeter. | Fractions. Decimals (A). | Decimals (B). <br> Money. <br> Time . | Consolidation. <br> Shape. <br> Statistics. <br> Position and direction. |
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| Year 5 | Place value. Addition and subtraction. | Multiplication and division (A). Fractions (A) | Multiplication and division (B). Fractions (B). | Decimals and percentages. <br> Perimeter and area. <br> Statistics . | Shape. <br> Position and direction. Decimals. | Negative numbers. Converting units. Volume. |
| Year 6 | Place value. Addition, subtraction, multiplication and division. | Fractions (A). <br> Fractions (B). <br> Converting units. | Ratio. Algebra. Decimals. | Fractions, decimals and percentages. Area, perimeter and volume. Statistics. | Shape. Position and direction. | Themed projects, consolidation and problem solving. |
| Year 7 | Sequences. Understand \& use algebraic notation. Equality \& equivalence. | Place value \& ordering integers \& decimals. Fraction, decimal \& percentage equivalence. | Solving problems with addition \& subtraction. <br> Solving problems with multiplication \& division. <br> Fractions \& percentages of amounts. | Operations \& equations with directed number. Addition \& subtraction of fractions. | Constructing, measuring \& using geometric notation. Developing geometric reasoning. | Developing number sense. Sets \& probability. Prime numbers \& proof. |


| Year 8 | Ratio \& scale. <br> Multiplicative change. <br> Multiplying and dividing fractions. | Working in the Cartesian plane. Representing data. <br> Tables \& Probability. | Brackets, equations \& inequalities. Sequences. Indices. | Fractions \& percentages. Standard index form. <br> Number sense. | Angles in parallel lines \& polygons. Area of trapezia \& circles. <br> Line symmetry \& reflection. | The data handling cycle. <br> Measures of location. |
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| Year 9 | Straight line graphs. <br> Forming \& solving equations. <br> Testing conjectures. | Three dimensional shapes. Constructions \& congruency. | Numbers. <br> Using percentages. Maths \& money. | Deduction. Rotation \& translation. Pythagoras' theorem. | Enlargement \& similarity. Solving ratio \& proportion problems. Rates. | Probability. Algebraic representation. Revision. |
| Year 10 | Congruence, similarity \& enlargement. Trigonometry. | Representing solutions of equations \& inequalities. Simultaneous equations. | Angles \& bearings. Working with circles. Vectors. | Ratios \& fractions. <br>  <br> Interest. <br> Probability. <br> MOCK EXAMS | Collecting, representing \& interpreting data. Non-calculator methods. | Types of number \& sequences. Indices \& roots. Manipulating expressions. |
| Year 11 | Gradients \& lines. <br> Non-linear <br> graphs. <br> Using graphs. | Expanding \& factorising. Changing the subject. Functions. | Multiplicative reasoning. Geometric reasoning. Algebraic reasoning. | Transforming \& Constructing. Listing \& describing. Show that... | Revision and examinations. |  |

Academy


[^0]:    Sutton House
    Academy

