Maths overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	**Main focus**	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets – 'just by looking' Use the language of comparison – more than and fewer than	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern of 5 Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3,4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Matching numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Focus on the 'staircase' pattern and ordering numbers Focus on ordering numbers to 8 Using the language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition – of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns and counting
	Concepts	Subitising, Counting, ordinality and cardinality, Composition.	Counting, ordinality and cardinality, Comparison, Composition,	Subitising, Counting, ordinality and cardinality, Composition	Counting, ordinality and cardinality, Comparison, Composition	Counting, ordinality and cardinality, Subitising, Composition, Comparison	Counting, ordinality and cardinality, Subitising, Composition, Comparison
	Shape, space and measures	Developing spatial awareness: experiencing different viewpoints Developing spatial vocabulary Shape awareness: developing shape awareness through construction and shape vocabulary. Recognising attributes – long, short, tall, small, heavy, light, full, empty etc. Comparing amounts of continuous quantities Continuing an AB pattern Copying an AB pattern Making their own AB pattern Spotting an error in an AB pattern	Representing spatial relationships. Identifying similarities between shapes Showing awareness of comparison in estimating and predicting Comparing indirectly Identifying the unit of repeat Continuing an ABC pattern Continuing a pattern which ends mid-unit	Showing awareness of properties of shape Describing properties of shape Recognising the relationship between the size and number of units Make their own ABB, ABBC patterns Spotting an error in an ABB pattern	Showing awareness of properties of shape Describing properties of shape Beginning to use units to compare things Symbolising the unit structure Generalising structures to another context or mode	Developing an awareness of relationships between shapes Beginning to use time to sequence events Making a pattern which repeats around a circle	Developing an awareness of relationships between shapes Beginning to experience specific time durations Making a pattern around a border with a fixed number of spaces.
Year 1	**Objectives**	***Recap key Rec objectives until mastery*** Number: Place value within 10, addition and subtraction within 10, positions, place value within 20, addition and subtraction within 20		Shapes and patterns, length and height, numbers to 40, numbers to 100, multiplication, division.		Fractions, time, money, volume and capacity, mass, geometry	
	Fluency	**Counting to and across 100.** **Recap addition and subtraction facts from 1-6** **Learn all addition and subtraction facts from 7-9**	**Learn all number bonds to 10** **Adding numbers to 10**	**Calculation facts from 11-18 (addition and subtraction facts taught together)** **Adding 1 and adding 2 to numbers 11-18** **Doubles 6-9** **Near doubles 5-9 (double then add 1).** **Near doubles 5-9 (double-then-add-2).** **Bridging through 10 to add to 9.** **Bridging through 10 to add to 8** **Subtracting 1-digit numbers from numbers 5-18.** **Adding any two 1-digit numbers and subtracting using the inverse of this**		**Secure progression in addition and subtraction facts to 20.**	
		Counting in 2s		**Counting in 10s**		**Counting in 5s**	
Year 2	**Objectives**	***Recap key yr 1 objectives until mastery*** Numbers to 100, addition and subtraction, multiplication and division		Length, mass, temperature, picture graphs, money		2d shape, 3d shape, fractions, time, volume	
	Fluency	**Adding/ subtracting a two-digit number and ones** **Adding/ subtracting a two-digit number and tens**	**Adding two 2-digit numbers** **5x**	**Adding two 2-digit numbers** **5x, 10x**	**Subtracting two 2-digit numbers** **2x, 5x, 10x**	**Subtracting two 2-digit numbers** **3x**	**Adding 3 one-digit numbers** **4x**

		2x					
		Consolidate fluency facts within 20 (throughout year)					
Year 3	**Objectives**	***Recap key yr 2 objectives until mastery*** Numbers to 1000 Addition and subtraction Multiplication and division		Length Mass Volume	Money Time Picture graphs and bar graphs	Fractions	Angles Lines and shapes Perimeter of figures
	Fluency	**Add and subtract a three-digit number and ones** **Add and subtract a three-digit number and tens** **2x, 4x**	**Add and subtract a three-digit number and hundreds** **4x, 8x**	**Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction** **2x, 4x, 8x**	**Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction** **3x, 6x**	**Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods** **3x, 6x, 9x**	**Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods** **11x 12x**
Year 4	**Objectives**	***Recap key yr 3 objectives until mastery*** Numbers to 10,000 Addition and subtraction within 10,000 Multiplication and division Graphs		Fractions	Time Decimals	Money Mass, volume and length	Area Geometry Position and movement Roman numerals
	Fluency	**Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate (pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency)** **2x, 4x, 8x**	**Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate (pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency)** **3x, 6x, 12x**	**Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate (pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency)** **7x, 9x**	**Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6).** **Gaps (AFL)**	**Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6).** **Revision of all**	**Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6).** **Revision MTC**
Year 5	**Objectives**	***Recap key yr 4 objectives until mastery*** Numbers to 1,000,000 Whole numbers- addition and subtraction Multiplication and division Word problems Graphs		Fractions	Decimals Percentages	Geometry Position and movement Measurements	Area and perimeter Volume Roman numerals
	Fluency	**Add and subtract numbers mentally with increasingly large numbers (they practise mental calculations with increasingly large numbers to aid fluency for example, 12 462 – 2300 = 10 162).** **4x, 8x**	**Add and subtract numbers mentally with increasingly large numbers (they practise mental calculations with increasingly large numbers to aid fluency for example, 12 462 – 2300 = 10 162).** **3x, 6x, 12x**	**Add and subtract numbers mentally with increasingly large numbers (they practise mental calculations with increasingly large numbers to aid fluency for example, 12 462 – 2300 = 10 162).** **7x, 9x, 11x**	**Multiply and divide numbers mentally drawing upon known facts** **25x**	**Multiply and divide numbers mentally drawing upon known facts** **15x**	**Multiply and divide numbers mentally drawing upon known facts** **Revision of all**
Year 6	**Objectives**	***Recap key yr 5 objectives until mastery*** Numbers to 10 million Four operations Fractions Decimals Percentages		Measurements Ratio Algebra	Area and perimeter Volume Geometry	SATs revision	Position and movement Graphs and averages Negative numbers

	Fluency	**Perform mental calculations, including with mixed operations and large numbers** **2x, 4x, 8x**	**Perform mental calculations, including with mixed operations and large numbers** **3x, 6x, 9x, 12x**	**Perform mental calculations, including with mixed operations and large numbers** **7x, 15x, 25x**	**Perform mental calculations, including with mixed operations and large numbers** **Finding 10%, 25% and 50% of numbers**	**Perform mental calculations, including with mixed operations and large numbers** **Basic FDPs equivalence**	**Perform mental calculations, including with mixed operations and large numbers** **Revision of all**
		Addition and subtraction facts for multiples of 10 to 1000 and decimal numbers with one decimal place, e.g. 650 + • = 930, • – 1.4 = 2.5			What must be added to a decimal with units, tenths and hundredths to make the next whole number, e.g. 7.26 + • = 8		