



Nursery

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn Term	Nursery Rhymes (0-5) <ul style="list-style-type: none"> 5 little specked frogs 5 little men in a flying saucer 5 little ducks went swimming one day. 5 little monkeys jumping on the bed 	Nursery Rhymes (0-10) <ul style="list-style-type: none"> 5 little specked frogs 5 little men in a flying saucer 5 little ducks went swimming one day. There were 10 in the bed. 10 green bottles 	Match <ul style="list-style-type: none"> Buttons and colours Matching towers Matching shapes Matching objects Matching opposites 	Number 1 <ul style="list-style-type: none"> Subitising Counting Numeral 	Number 2 <ul style="list-style-type: none"> Subitising Counting Numeral 	Number 3 <ul style="list-style-type: none"> Subitising dice pattern Subitising random pattern Subitising different sizes 	Colours <ul style="list-style-type: none"> Red Blue Yellow 	Colours <ul style="list-style-type: none"> Green Purple Mix of colours 	Sort <ul style="list-style-type: none"> Colour Size Shape 	Sort <ul style="list-style-type: none"> What do you notice? Guess the rule 	Pattern <ul style="list-style-type: none"> Extend AB colour patterns. Extend AB colour patterns outdoor. AB movement Patterns
Spring Term	Number 3 <ul style="list-style-type: none"> Subitising Counting Numeral 	Number 3 <ul style="list-style-type: none"> Subitising dice pattern Subitising random pattern Subitising different sizes 	Number 4 <ul style="list-style-type: none"> Subitising Counting Numeral 	Number 4 <ul style="list-style-type: none"> Subitising dice pattern Subitising random pattern Subitising different sizes 	Number 5 <ul style="list-style-type: none"> Subitising Counting Numeral 	Consolidate 1-5 <ul style="list-style-type: none"> Number songs Dice games Whiteboard games 	Number 6 <ul style="list-style-type: none"> Subitising Counting Numeral 	Number 6 <ul style="list-style-type: none"> Subitising dice pattern Subitising random pattern Subitising different sizes 	Sort <ul style="list-style-type: none"> Tall and short Mass Capacity 	Revisit Pattern <ul style="list-style-type: none"> Extend AB colour patterns. Extend AB colour patterns outdoor. AB movement Patterns 	Consolidation Week
Summer Term	Sequencing <ul style="list-style-type: none"> Story sequencing First, then, next Numbers Amounts Numerals 	Prepositional Language <ul style="list-style-type: none"> on top under next to in or out in front or behind 	More than/fewer than <ul style="list-style-type: none"> more than fewer than comparison between both 	2D Shapes <ul style="list-style-type: none"> circles triangles rectangles 	3D Shapes <ul style="list-style-type: none"> cubes and cuboids cylinders spheres 	Numerals 1-5	Numerals 1-5	Revisit Pattern <ul style="list-style-type: none"> Extend AB colour patterns. Extend AB colour patterns outdoor. AB movement Patterns 	Nursery Rhymes 0-10 with sequencing	Consolidation Weeks (preparation for Reception)	



Reception

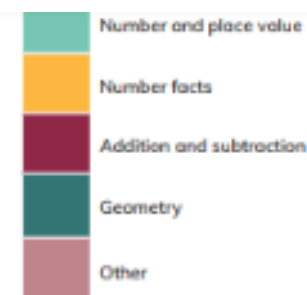
Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
<p>1</p> <p>Children will:</p>	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.
<p>2</p> <p>Children will:</p>	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

<p>3</p> <p>Children will:</p>	<ul style="list-style-type: none"> ● increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements ● explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part ● experience patterns which show a small group and '1 more' ● continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> ● continue to develop verbal counting to 20 and beyond ● continue to develop object counting skills, using a range of strategies to develop accuracy ● continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 ● order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> ● continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 ● explore the composition of 6, linking this to familiar patterns, including symmetrical patterns ● begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> ● continue to compare sets using the language of comparison, and play games which involve comparing sets ● continue to compare sets by matching, identifying when sets are equal ● explore ways of making unequal sets equal.
<p>4</p> <p>Children will:</p>	<ul style="list-style-type: none"> ● explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> ● continue to consolidate their understanding of cardinality, working with larger numbers within 10 ● become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> ● explore the composition of odd and even numbers, looking at the 'shape' of these numbers ● begin to link even numbers to doubles ● begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> ● compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
<p>5</p> <p>Children will:</p>	<ul style="list-style-type: none"> ● continue to rehearse increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns ● use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number ● subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 ● be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> ● continue to develop verbal counting to 20 and beyond, including counting from different starting numbers ● continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> ● explore the composition of 10. 	<ul style="list-style-type: none"> ● order sets of objects, linking this to their understanding of the ordinal number system.
<p>6</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>			



Year 1

	Unit	Unit name
Autumn 1	1	Previous Reception experiences and counting within 100
Autumn 2	2	Comparison of quantities and part-whole relationships
	3	Numbers 0 to 5
Spring 1	4	Recognise, compose, decompose and manipulate 2D and 3D shapes
	5	Numbers 0 to 10
Spring 2	6	Additive structures
	7	Addition and subtraction facts within 10
Summer 1	8	Numbers 0 to 20
Summer 2	9	Unitising and coin recognition
	10	Position and direction
	11	Time



Year 1

Curriculum map



June 2021



Year 2

	Unit	Unit name
Autumn 1	1	Numbers 10 to 100
	2	Calculations within 20
Autumn 2	3	Fluently add and subtract within 10
	4	Addition and subtraction of two-digit numbers (1)
	5	Introduction to multiplication
Spring 1	6	Introduction to division structures
	7	Shape
Spring 2	8	Addition and subtraction of two-digit numbers (2)
	9	Money
Summer 1	10	Fractions
	11	Time
	12	Position and direction
	13	Multiplication and division – doubling, halving, quotitive and partitive division
Summer 2	14	Sense of measure – capacity, volume, mass

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Geometry
	Other

Year 2

Curriculum map

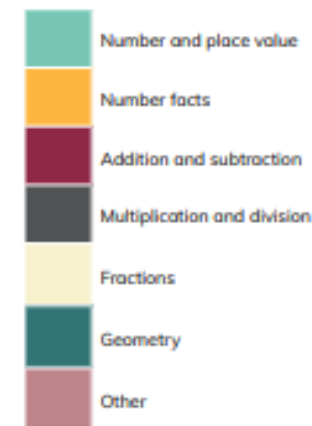


June 2021



Year 3

	Unit	Unit name
Autumn 1	1	Adding and subtracting across 10
	2	Numbers to 1,000
Autumn 2		
Spring 1	3	Right angles
	4	Manipulating the additive relationship and securing mental calculation
Spring 2	5	Column addition
	6	2, 4, 8 times tables
	7	Column subtraction
Summer 1	8	Unit fractions
Summer 2	9	Non-unit fractions
	10	Parallel and perpendicular sides in polygons
	11	Time










Year 3

Curriculum map



Year 4

	Unit	Unit name
Autumn 1	1	Review of column addition and subtraction
	2	Numbers to 10,000
Autumn 2	3	Perimeter
	4	3, 6, 9 times tables
Spring 1	5	7 times table and patterns
	6	Understanding and manipulating multiplicative relationships
Spring 2	7	Coordinates
	8	Review of fractions
Summer 1	9	Fractions greater than 1
	10	Symmetry in 2D shapes
Summer 2	11	Time
	12	Division with remainders

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Year 4

Curriculum map



June 2021



Year 5

	Unit	Unit name
Autumn 1	1	Decimal fractions
	2	Money
	3	Negative numbers
Autumn 2	4	Short multiplication and short division
	5	Area and scaling
Spring 2	6	Calculating with decimal fractions
	7	Factors, multiples and primes
Summer 1	8	Fractions
	9	Converting units
Summer 2	10	Angles



Year 5

Curriculum map



Summer 2021



Year 6

	Unit	Unit name
Autumn 1	1	Calculating using knowledge of structures (1)
	2	Multiples of 1,000
Autumn 2	3	Numbers up to 10,000,000
	4	Draw, compose and decompose shapes
Spring 1	5	Multiplication and division
	6	Area, perimeter, position and direction
Spring 2	7	Fractions and percentages
	8	Statistics
Summer 1		KS2 tests
Summer 2	9	Ratio and proportion
	10	Calculating using knowledge of structures (2)
	11	Solving problems with two unknowns
	12	Order of operations
	13	Mean average

	Number and place value
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Year 6

Curriculum map