



**St Michael's CE Aided School**  
**Maths Curriculum Map**  
**Progression of Knowledge and Skills**

**EYFS**

Our Maths curriculum follows the Statutory Framework for the Early Years Foundation Stage and the non-statutory guidance, Development Matters. We use the NCETM Mastering Number programme to guide the teaching of Number and Numerical Patterns.

**Mastering Number: Overview of content – Reception**

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1  <b>Children will:</b>	<ul style="list-style-type: none"> <li>perceptually <u>subitise</u> within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li><u>practise</u> using their fingers to represent quantities which they can <u>subitise</u></li> <li><u>experience</u> subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li><u>explore</u> a range of strategies which support accurate counting.</li> </ul>	<ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li><u>compose</u> their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their <u>numerosity</u></li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li><u>compare</u> sets 'just by looking'.</li> </ul>
2  <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue from first half-term</li> <li><u>subitise</u> within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li><u>begin to recognise</u> numerals, relating these to quantities they can <u>subitise</u> and count.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li><u>explore</u> the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li><u>compare</u> 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.</li> </ul>
3  <b>Children will:</b>	<ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore the composition of 5 and <u>practise</u> recalling 'missing' or 'hidden' parts for 5</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> </ul>



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	<ul style="list-style-type: none"> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>order numbers, linking cardinal and ordinal representations of number.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul>
<b>4</b> <b>Children will:</b>	<ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'howmany-ness' of a number, and its position in the number system.</li> </ul>
<b>5</b> <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>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</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of 10.</li> </ul>	<ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>
<b>6</b>	<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>			

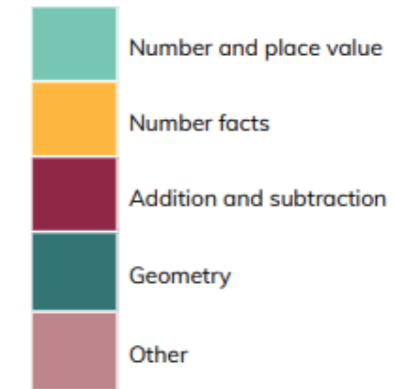


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**Years 1 and 2**

In Years 1 and 2 maths is taught using the NCETM's Curriculum Prioritisation resources. This builds on the foundations taught in EYFS. More a more detailed breakdown of each area can be found here for [Year 1](#) and [Year 2](#).

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



# Year 1

## Curriculum map

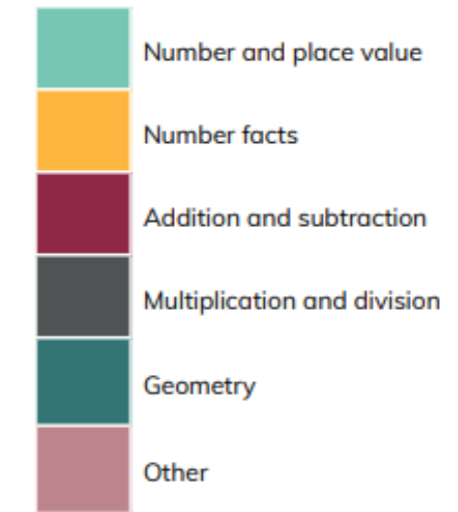


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	Unit	Unit name
Autumn 1	1	Numbers 10 to 100
	2	Calculations within 20
Autumn 2	3	Fluently add and subtract within 10
	4	Addition and subtraction of two-digit numbers (1)
Spring 1	5	Introduction to multiplication
	6	Introduction to division structures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



# Year 2

## Curriculum map



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**Year 3**

Our Maths curriculum follows the National Curriculum. We use [White Rose Maths](#) to guide the small steps for children's learning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> FREE TRIAL  VIEW		Number <b>Addition and subtraction</b>  VIEW				Number <b>Multiplication and division A</b>  VIEW					
Spring term	Number <b>Multiplication and division B</b>  VIEW		Measurement <b>Length and perimeter</b>  VIEW		Number <b>Fractions A</b>  VIEW			Measurement <b>Mass and capacity</b>  VIEW				
Summer term	Number <b>Fractions B</b>  VIEW	Measurement <b>Money</b>  VIEW	Measurement <b>Time</b>  VIEW			Geometry <b>Shape</b>  VIEW	Statistics  VIEW		Consolidation			



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**Year 4**

Our Maths curriculum follows the National Curriculum. We use [White Rose Maths](#) to guide the small steps for children's learning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> FREE TRIAL  VIEW				Number <b>Addition and subtraction</b>  VIEW			Measurement <b>Area</b>  VIEW	Number <b>Multiplication and division A</b>  VIEW			Consolidation
Spring term	Number <b>Multiplication and division B</b>  VIEW			Measurement <b>Length and perimeter</b>  VIEW	Number <b>Fractions</b>  VIEW				Number <b>Decimals A</b>  VIEW			
Summer term	Number <b>Decimals B</b>  VIEW	Measurement <b>Money</b>  VIEW		Measurement <b>Time</b>  VIEW	Consolidation			Geometry <b>Shape</b>  VIEW		Statistics  VIEW	Geometry <b>Position and direction</b>  VIEW	



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**Year 5**

Our Maths curriculum follows the National Curriculum. We use [White Rose Maths](#) to guide the small steps for children's learning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> FREE TRIAL VIEW		Number <b>Addition and subtraction</b> VIEW		Number <b>Multiplication and division A</b> VIEW			Number <b>Fractions A</b> VIEW				
Spring term	Number <b>Multiplication and division B</b> VIEW		Number <b>Fractions B</b> VIEW		Number <b>Decimals and percentages</b> VIEW			Measurement <b>Perimeter and area</b> VIEW		<b>Statistics</b> VIEW		
Summer term	Geometry <b>Shape</b> VIEW		Geometry <b>Position and direction</b> VIEW		Number <b>Decimals</b> VIEW			Number <b>Negative numbers</b> VIEW	Measurement <b>Converting units</b> VIEW		Measurement <b>Volume</b> VIEW	



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**Year 6**

Our Maths curriculum follows the National Curriculum. We use [White Rose Maths](#) to guide the small steps for children's learning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> FREE TRIAL  VIEW		Number <b>Addition, subtraction, multiplication and division</b>  VIEW				Number <b>Fractions A</b>  VIEW		Number <b>Fractions B</b>  VIEW		Measurement <b>Converting units</b>  VIEW	
Spring term	Number <b>Ratio</b>  VIEW	Number <b>Algebra</b>  VIEW	Number <b>Decimals</b>  VIEW	Number <b>Fractions decimals and percentages</b>  VIEW	Measurement <b>Area, perimeter and volume</b>  VIEW	<b>Statistics</b>  VIEW						
Summer term	Geometry <b>Shape</b>  VIEW		Geometry <b>Position and direction</b>  VIEW		<b>Themed projects, consolidation and problem solving</b>  VIEW							