

	Autumn		Spring		Summer	
<b>Saplings (Nursery)</b>	<ul style="list-style-type: none"> <li>More than, fewer than, same</li> <li>Explore with shapes and objects</li> <li>Explore repeats</li> <li>Hear and say number names</li> </ul>	<ul style="list-style-type: none"> <li>Begin to order number names</li> <li>I See 1, 2, 3</li> <li>Join in with repeats</li> <li>Explore position and direction</li> <li>Show me 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>Move and Label 1, 2, 3</li> <li>Explore position and routes</li> <li>Explore patterns</li> </ul>	<ul style="list-style-type: none"> <li>Take and give 1, 2, 3</li> <li>Match, talk, push and pull</li> <li>Talk about dots</li> </ul>	<ul style="list-style-type: none"> <li>Compare and sort collections</li> <li>Lead on own repeats</li> <li>Start to puzzle</li> <li>Making patterns together</li> </ul>	<ul style="list-style-type: none"> <li>Show me 5</li> <li>My own pattern</li> <li>Stop at 1, 2, 3, 4, 5,</li> <li>Match sort compare</li> </ul>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Getting to know you</li> <li>Match, Sort and Compare</li> <li>Talk About Measure and Patterns</li> </ul>	<ul style="list-style-type: none"> <li>It's me 1, 2, 3!</li> <li>Circles and Triangles</li> <li>1, 2, 3, 4, 5</li> <li>Shapes with Four Sides</li> </ul>	<ul style="list-style-type: none"> <li>Alive in 5!</li> <li>Mass and Capacity</li> <li>Growing 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>Length, Height and Time</li> <li>Building 9 &amp; 10</li> <li>Explore 3D Shapes</li> </ul>	<ul style="list-style-type: none"> <li>To 20 and Beyond</li> <li>How Many Now?</li> <li>Manipulate, Compose and Decompose</li> </ul>	<ul style="list-style-type: none"> <li>Sharing and Grouping</li> <li>Visualise, Build and Map</li> <li>Make connections</li> </ul>
<b>Mastering Number</b>	<ul style="list-style-type: none"> <li>Subitising within 3</li> <li>Focus on counting skills</li> <li>Explore how all numbers are made of 1s</li> <li>Focus on composition of 3 and 4</li> <li>Subitise objects and Sounds</li> <li>Comparison of sets - 'just by looking'</li> <li>Use the language of comparison: more than and fewer than</li> </ul>	<ul style="list-style-type: none"> <li>Focus on counting skills</li> <li>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</li> <li>Comparison of sets - by matching</li> <li>Use the language of comparison: more than, fewer than, an equal number</li> <li>Explore the concept of 'whole' and 'part'</li> <li>Focus on the composition of 3, 4 and 5</li> <li>Practise object counting skills</li> <li>Match numerals to quantities within 10</li> <li>Verbal counting beyond 20</li> </ul>	<ul style="list-style-type: none"> <li>Subitise within 5 focusing on die patterns</li> <li>Match numerals to quantities within 5</li> <li>Counting - focus on ordinality and the 'staircase' pattern</li> <li>See that each number is one more than the previous number</li> <li>Focus on 5</li> <li>Focus on 6 and 7 as '5 and a bit'</li> <li>Compare sets and use language of comparison: more than, fewer than, an equal number to</li> <li>Make unequal sets equal</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the 'staircase' pattern and ordering numbers</li> <li>Focus on ordering of numbers to 8</li> <li>Use language of less than</li> <li>Focus on 7</li> <li>Doubles - explore how some numbers can be made with 2 equal parts</li> <li>Sorting numbers according to attributes odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>Counting - larger sets and things that cannot be seen</li> <li>Subitising - to 6, including in structured arrangements</li> <li>Composition - '5 and a bit'</li> <li>Composition - of 10</li> <li>Comparison - linked to ordinality</li> <li>Play track games</li> </ul>	<ul style="list-style-type: none"> <li>Subitise to 5</li> <li>Introduce the rekenrek</li> <li>Automatic recall of bonds to 5</li> <li>Composition of numbers to 10</li> <li>Comparison Number patterns</li> <li>Counting</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Place value within 10</li> <li>Addition and Subtraction to 10</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction within 10</li> <li>Geometry: Shape</li> <li>Place Value within 20</li> </ul>	<ul style="list-style-type: none"> <li>Place Value within 20</li> <li>Addition and Subtraction within 20</li> <li>Place Value within 50</li> </ul>	<ul style="list-style-type: none"> <li>Place value within 50</li> <li>Measurement: Length and Height</li> <li>Measurement: Mass and Volume</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Geometry: Position and Direction</li> <li>Place Value within 100</li> <li>Measurement: Money</li> <li>Measurement: Time</li> </ul>
<b>Mastering Number</b>	<ul style="list-style-type: none"> <li>Practise subitising</li> <li>Recap the composition of 5</li> <li>Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'</li> <li>Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'</li> <li>Compare sets of objects by matching</li> <li>Use the language of comparison: more than and fewer than</li> <li>Recap the order of numbers to 10 using the 'staircase' pattern</li> <li>Identify numbers that are '1 more' or '1 less' and apply this to sets of objects</li> <li>Focus on numbers that can be made with 'doubles'</li> <li>Recap that even numbers can be made with 2 equal parts</li> </ul>	<ul style="list-style-type: none"> <li>Focus on odd and even numbers</li> <li>See that even numbers can be composed of 2s, and odd numbers have 'an odd 1'</li> <li>Focus on the composition of 6</li> <li>Use the 2-by-3 'egg box' pattern and the rekenrek to find all the ways that 6 can be composed</li> <li>Focus on the composition of 8</li> <li>Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed</li> <li>Focus on the composition of 10</li> <li>Use 2-by-5 grid (10-frame) and the rekenrek to find all</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the composition of 7</li> <li>Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed</li> <li>Focus on the composition of 9</li> <li>Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed</li> <li>Recap odd and even numbers by looking at their 'shape'</li> <li>Explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts</li> <li>Explore the concept of part-part-whole, seeing that numbers can be partitioned into parts</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore systematic partitioning of numbers within 10</li> <li>Connect 2 equal parts to doubling and halving</li> <li>Practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers</li> <li>Connect this to 'first, then, now' stories</li> <li>Explore the effect of adding or subtracting 2 to odd/ even numbers</li> <li>Apply to 'first, then, now' stories</li> <li>Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the composition of 11 to 15 as '10 and a bit'</li> <li>See this represented on a rekenrek, a double-decker bus, and in part-part-whole diagrams</li> <li>Focus on the position of the numbers 11 to 15 on the number line</li> <li>Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line.</li> <li>Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction)</li> <li>Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the reduction structure of subtraction)</li> <li>Practise applying knowledge of composition when adding or subtracting</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the composition of 11 to 19 as '10 and a bit'</li> <li>Use a range of representations including the Hungarian number frame and the rekenrek</li> <li>Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction)</li> <li>Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the reduction structure of subtraction)</li> <li>Practise applying knowledge of composition when adding or subtracting</li> </ul>

		<ul style="list-style-type: none"> <li>the ways that 10 can be composed</li> <li>Focus on representations of ordinality</li> <li>Compare number tracks and number lines</li> </ul>	<ul style="list-style-type: none"> <li>Use the language of 'whole', 'split' and 'part' alongside the part-partwhole diagram</li> <li>Continue to explore how numbers can be partitioned</li> <li>Introduce systematic approach to partitioning</li> <li>Represent ways to partition numbers in a 'number house'</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set (the augmentation structure of addition)</li> <li>Continue to use knowledge of composition to identify the total/ sum</li> <li>Practise recalling the composition of the numbers 6, 7, 8 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the composition of 5, and 6 to 9 as '5 and a bit'</li> <li>Practise applying knowledge of composition when adding or subtracting</li> <li>Focus on the composition of 10 and doubles within 10</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Geometry: Shape</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Money</li> <li>Multiplication &amp; Division</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Fractions</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Length &amp; height</li> <li>Measurement: Mass, capacity &amp; volume.</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Temperature</li> <li>Statistics</li> <li>Geometry: Position &amp; Direction</li> </ul>
<b>Mastering Number</b>	<ul style="list-style-type: none"> <li>Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'</li> <li>Compare numbers within 10 using language of comparison when comparing sets of objects and numbers</li> <li>Use the inequality and equals symbols in expressions and equations</li> <li>Focus on odd/ even parts when even numbers are composed of 2 parts, including when 2 parts are equal (doubles)</li> <li>Focus on the composition of 6</li> <li>Identify missing addends and complete missing symbols expressions and equations using the equals or inequality symbol</li> <li>Focus on the composition of 8</li> <li>Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed</li> <li>Apply to expressions and equations</li> <li>Focus on the composition of 10</li> <li>Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed</li> <li>Apply to expressions and equations</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the composition of odd numbers including being made of 2s and 1 more, or 1 odd part and 1 even part</li> <li>Focus on the composition of 7</li> <li>Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed</li> <li>Apply knowledge to expressions and equations</li> <li>Focus on the composition of 9</li> <li>Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed</li> <li>Apply knowledge to expressions and equations</li> <li>Focus on the composition of the numbers 11 to 19 as '10 and a bit'</li> <li>Apply to missing addend equations</li> <li>Compare numbers within 20</li> <li>Use proportional reasoning to identify the position of numbers within 20 in the linear number system, using midpoints of 5, 10 and 15</li> </ul>	<ul style="list-style-type: none"> <li>Focus on doubling numbers to 10, using the '5 and a bit' structure to double 6, 7, 8 and 9</li> <li>Focus on the composition of 20</li> <li>Use known facts within 10 to find missing parts of 20 when the known part is greater than 10</li> <li>Apply knowledge of facts within 10 to addition and subtraction within 20 <b>WITHIN</b> the 10s boundary</li> <li>Use knowledge of doubles to calculate near doubles</li> <li>See that near doubles are adjacent numbers</li> <li>See that the sum in a near double is odd</li> <li>Develop understanding of near doubles</li> <li>Identify different strategies for near doubles, doubling the smaller addend and adding 1 or the larger addend and subtracting 1</li> </ul>	<ul style="list-style-type: none"> <li>Add 3 numbers using known facts - identifying bonds of 10 and knowledge of the composition of 11 to 19 as '10 and a bit'</li> <li>Add 2 numbers by 'bridging through 10'</li> <li>Consolidate understanding of adding 2 numbers by 'bridging through 10'</li> <li>Solve missing addend problems</li> <li>Subtract by 'bridging through 10'</li> <li>Consolidate understanding of subtracting by 'bridging through 10'</li> </ul>	<ul style="list-style-type: none"> <li>Connect the order of multiples of 10 to the order of numbers within 10</li> <li>Use proportional reasoning to identify the position of numbers within 100 in the linear number system</li> <li>Connect missing addend problems to subtraction problems</li> <li>Subtract across the 10 boundary, by subtracting <b>FROM</b> 10 rather than bridging <b>THROUGH</b> 10</li> <li>Practise subtracting within 20, selecting from a range of strategies</li> <li>See that all subtractions can be solved by thinking of how a number is composed and identifying the missing part</li> <li>Focus on the composition of 20</li> <li>Use known facts within 10 to find missing part of 20 when the known part is less than 10</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations</li> <li>Consolidate doubles and near doubles</li> <li>Introduce strategy of adding two adjacent odd numbers or two adjacent even numbers into a double</li> <li>Consolidate understanding and develop fluency in transforming addition calculations involving two adjacent odd or two adjacent even numbers into a double</li> <li>Develop fluency in bonds within 10 and apply this to calculations within and across the 10-boundary using a range of optional activities</li> <li>Number facts and arithmetic</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Measurement: Length and perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Measurement: Money</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Geometry: Shape</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Mass &amp; Capacity</li> <li>Measurement: Time</li> <li>Statistics</li> </ul>
<b>Fluency Bee</b>	<ul style="list-style-type: none"> <li>How many?</li> <li>100</li> <li>Comparison to 100</li> <li>Add and subtract 1s</li> <li>Add and subtract 10s</li> </ul>	<ul style="list-style-type: none"> <li>Add through 10s</li> <li>Subtract Through 10s</li> <li>Bonds to 100</li> </ul>	<ul style="list-style-type: none"> <li>Complements to 100</li> <li>Doubles to 100</li> <li>The 2 times-table</li> </ul>	<ul style="list-style-type: none"> <li>The 2 times-tables</li> <li>The 10 times-tables</li> <li>The 5 times-tables</li> </ul>	<ul style="list-style-type: none"> <li>2s, 5s, 10s</li> <li>The 3 times-tables</li> <li>The 4 times-tables</li> </ul>	<ul style="list-style-type: none"> <li>The 4 times-tables</li> <li>The 8 times-tables</li> <li>3s, 4s and 8s</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Measurement: Area</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Measurement: Length and Perimeter</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Measurement: Money</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Time</li> <li>Geometry: Shape</li> <li>Statistics</li> <li>Geometry: Position and Direction</li> </ul>
<b>Mastering Number</b>	<ul style="list-style-type: none"> <li>Consider 'many as 1' - seeing that a 'unit' can represent more than 1</li> <li>Sort and classify factors and products using multiplicative number sense</li> <li>Recap doubles</li> </ul>		<ul style="list-style-type: none"> <li>Sort and classify factors and products using multiplicative number sense</li> <li>Practise retrieving multiplication facts using the oral pattern</li> </ul>		<ul style="list-style-type: none"> <li>Practise retrieving multiplication facts using the oral pattern</li> <li>Sort and classify factors and products using multiplicative number sense</li> </ul>	

	<ul style="list-style-type: none"> <li>Recap <math>\times 10</math> and <math>\times 5</math> (connect to halving and doubling)</li> <li>Explore square numbers</li> <li>Use the distributive property to explore the facts in the 11 and 12 times table</li> <li>Use the distributive property to explore the facts in the 9 times table</li> <li>Use the commutative property of multiplication to reorder factors to reduce the number of facts that need to be learnt and start to explore the core multiplication facts table (CMF).</li> </ul>	<ul style="list-style-type: none"> <li>Know all the core multiplication facts and those related to the 11 and 12 times table</li> <li>Represent the structure of a maths story.</li> </ul>	<ul style="list-style-type: none"> <li>Connect multiplicative contexts to writing and interpreting equations and connect multiplication equations, and multiplication equations with a missing factor, to division, knowing that the product in a multiplication equation is equivalent to the dividend in the corresponding division equation.</li> </ul>			
Year 5	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Decimals and Percentages</li> </ul>	<ul style="list-style-type: none"> <li>Decimals and Percentages</li> <li>Measurement: Perimeter and Area</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Geometry: Shape</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Geometry: Position and direction</li> <li>Number: Negative numbers</li> <li>Measurement: Converting Units</li> <li>Measurement: Volume</li> </ul>
Mastering Number	<ul style="list-style-type: none"> <li>Continue to practise retrieving multiplication facts using their oral pattern and focus on those that are less secure</li> <li>Explore contexts where 1 is a factor</li> <li>recap scaling by 10 and then apply to scaling by 100 (creating multiples of 10 and 100 - not looking at decimals)</li> <li>Applying scaling in the contexts of ratios</li> <li>Make links between multiplication and division expressions as well as equations in different multiplicative contexts</li> <li>Write an improper fraction and as a whole number such as <math>\frac{36}{6} = 6</math>. The dividend is a multiple of the divisor.</li> <li>Find a unit fraction of a number to connect the known division fact to scaling down. The dividend is a multiple of the divisor.</li> <li>Continue to explore multiplicative contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to practise retrieving multiplication facts using their oral pattern so that they know all the core multiplication facts</li> <li>Connect a multiplication and addition equation to a division equation with a remainder</li> <li>Develop multiplicative number sense through using knowledge of divisibility laws</li> <li>Sort and classify improper fractions into those that give a whole number quotient and those that do not.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to connect multiplicative contexts to writing and interpreting equations</li> <li>Apply scaling by 10, 100, <math>\frac{1}{10}</math> or <math>\frac{1}{100}</math> to known facts</li> <li>Look at the multiplicative composition of number</li> <li>Explore expressions with three factors and use brackets, considering how the associative property and commutative property can be used to make calculations easier to solve.</li> </ul>			
Year 6	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Ratio</li> <li>Decimals</li> <li>Fractions, Decimals &amp; Percentages</li> </ul>	<ul style="list-style-type: none"> <li>Fractions, Decimals &amp; Percentages</li> <li>Measurement: Area, perimeter &amp; Volume</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Geometry: Shape</li> <li>Algebra</li> <li>SATs Revision</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Consolidation</li> <li>Problem Solving</li> <li>Secondary School Transition Projects</li> </ul>
Mastering Number	<ul style="list-style-type: none"> <li>Continue to practise retrieving multiplication facts using their oral pattern and focus on those that are less secure</li> <li>Explore contexts where 1 is a factor</li> <li>recap scaling by 10 and then apply to scaling by 100 (creating multiples of 10 and 100 - not looking at decimals)</li> <li>Applying scaling in the contexts of ratios</li> <li>Make links between multiplication and division expressions as well as equations in different multiplicative contexts</li> <li>Write an improper fraction and as a whole number such as <math>\frac{36}{6} = 6</math>. The dividend is a multiple of the divisor.</li> <li>Find a unit fraction of a number to connect the known division fact to scaling down. The dividend is a multiple of the divisor.</li> <li>Continue to explore multiplicative contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to practise retrieving multiplication facts using their oral pattern so that they know all the core multiplication facts</li> <li>Connect a multiplication and addition equation to a division equation with a remainder</li> <li>Develop multiplicative number sense through using knowledge of divisibility laws</li> <li>Sort and classify improper fractions into those that give a whole number quotient and those that do not.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to connect multiplicative contexts to writing and interpreting equations</li> <li>Apply scaling by 10, 100, <math>\frac{1}{10}</math> or <math>\frac{1}{100}</math> to known facts</li> <li>Look at the multiplicative composition of number</li> <li>Explore expressions with three factors and use brackets, considering how the associative property and commutative property can be used to make calculations easier to solve.</li> </ul>			