



Maths Curriculum overview

SY 2022-23

At Deanshanger Primary School we follow the White Rose Curriculum which links to the National Curriculum. This document shows how maths progresses through the different maths areas across the year groups. The Reception year's curriculum is in a separate table at the beginning of this overview document.

In each of the major areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas. For each of these areas, you can then see which National Curriculum objectives are covered along with the term and block number in which that objective is first met on the White Rose Maths schemes.

At Deanshanger Primary School we also promote the use of the following apps to be used in school and at home:

- Numbots for Reception, Year One and Year Two- supporting the learning of Number, Addition and Subtraction.
- TT Rockstars from Years Two to Six- supporting the learning of Multiplication and Division.

Reception Year Mathematics at Deanshanger School

<p>Mathematics (Number and Numerical Pattern)</p>	<p>EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p> <p>By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p>Learning Opportunities</p>	<p><u>Getting to know you:</u> WRM</p> <ul style="list-style-type: none"> *Providing opportunities for children to count different objects, actions- during songs, sounds during phonics. *Number recognition- what numbers can you see? Start with numbers 1-5. *Maths display- organise the numbers 1-5 in order. What comes first? *Relating maths to other areas <p><u>Just like me:</u> WRM</p>	<p><u>It's me 1,2,3:</u> WRM</p> <ul style="list-style-type: none"> *Looking at making the number 1,2 and 3 in different ways. *Showing how to make the numbers 1,2 and 3 using number frames. *Using different objects to represent the numbers. *Counting with different objects. <p><u>It's me 1,2,3:</u> WRM</p> <ul style="list-style-type: none"> *Recap making groups of 1,2 and 3. 	<p><u>Alive in 5:</u> WRM</p> <ul style="list-style-type: none"> *Counting 1-5 ext 1-10. *Using 5 frames/10 frames. *Looking at how many altogether. *Taking away-one less. *Composition of 5. *Writing numbers to 5- showing one less using symbols. *Rolling number song- 2, 5, 10's. <p><u>Alive in 5:</u> WRM</p>	<p><u>Building 9 and 10:</u> WRM</p> <ul style="list-style-type: none"> *Making 9 and 10. *Representing 9 and 10 in different ways. *Using 10 frames and representing how many. *Matching numerals and amounts. *Ordering numbers to 10- some children may be able to go beyond 10. *Rolling number song- 2, 5, 10's. <p><u>Building 9 and 10:</u> WRM</p>	<p><u>To 20 and beyond:</u> WRM</p> <ul style="list-style-type: none"> *Number patterns to 20. *Making numbers to 20- using ten frames. *Matching objects and numerals. *Counting-how many. *Beyond 20- what comes next- using ten frames- how many do I need? *Estimating different amounts. *Writing different amounts. <p><u>To 20 and beyond:</u> WRM</p>	<p><u>Find my pattern-</u> <u>Doubling:</u> WRM</p> <ul style="list-style-type: none"> *Doubling numbers. *Looking at pairs. *Use of dice for doubling. *Counting how many. *Making a matching pair. *Domino game. *Addition sentences- 1+1, 2+2 etc. <p><u>Find my pattern- Sharing:</u> WRM</p> <ul style="list-style-type: none"> *Sharing different amounts.

<ul style="list-style-type: none"> *Sorting objects into different groups. *Colour, size and shape sorting. *Opportunities for counting different items- buttons, number beads, numicon, cubes. *Comparing different groups with different amounts in- children to choose different objects for comparing. Who has more? Exploring this in groups with a partner. *Printing using fruits and vegetables- *Creating repeating patterns using different objects. -Beads and threads, counting bears, pegs and boards, cubes and blocks. *Hand printing a repeating pattern. 	<ul style="list-style-type: none"> *Match objects to the numeral. *Looking at one more/one less. *Sorting 2D shapes into different groups. *Create a 2D shape picture/collage- link to artist Piet Mondrian who uses shapes to create abstract art. *Shape walks around the school- hunting for 2D shapes. <u>Light and dark: WRM</u> *Making 4 and 5. *Using 5 frames and looking at how to make 4 and 5 in different ways. *Ladybird playdough mats- making numbers 1-5 in different ways. *Making four and five in different ways. 	<ul style="list-style-type: none"> *Composition of numbers 2-5. *Looking at how many altogether- basic addition (possibility of introducing signs + =). *Using a five frame- how many on the bus? How many waiting to get on- introducing a maths story. *Different objects to support with addition- number line, 5 frame, 10 frame, introduction of signs. <u>Alive in 5: WRM</u> *Comparing mass- discussing heavier/lighter. *Use of weighing scales. *Capacity- exploring half full, full, empty, nearly full. *Measuring capacity- how many cups of water can I fit in here? <u>Growing 6,7,8- WRM.</u> *Composition of numbers. 	<ul style="list-style-type: none"> *Counting back from 10- some children may count back from 20. *Making 10 in different ways- use of 10 frames/20 frames. *Comparing numbers within 10- some children may compare to 20. *Revisiting one more/one less when comparing numbers. *Counting backwards- different number songs to help- revisiting 10 green bottles. *Using weighing scales- digital ones. *Exploring floating and sinking- link to the story. <u>Shape and pattern 3D and 2D shapes: WRM</u> *Using 3D and 2D shapes to make houses. *Counting how many shapes used- linking to 	<ul style="list-style-type: none"> *Missing numbers. *Number sequence. *Ordering numbers to 20- what comes first? What comes next? *Most and least. *Number patterns. *Making numbers to 10 and 20. *Writing different numbers to show different amounts. *Matching- different shapes. <u>First, then, now: WRM</u> *Counting on. *Counting back. *Adding more. *Simple addition sentences. *Adding- missing amounts. *Number bonds to 5 and possibly 10 depending on children's abilities. 	<ul style="list-style-type: none"> *Looking at half. *Equal amounts between different groups. *Reciting and writing numbers to 10. *Making different groups. *Sea creatures- corresponding shapes *Seashell repeating patterns. <u>Find My Pattern odd and even numbers - WRM</u> *Even and Odd (does everybody have a friend concept) *Even and odd extension- numbers. *One Odd Day- story link. *Making our own odd day. *How many cubes. Writing amounts. *Barrier Game. *Making equal groups- use plates and bears.
---	---	---	---	--	--

		<ul style="list-style-type: none"> *Adding one more and taking one away. *Opportunities to write numbers showing how to make numbers 1-5. *Sorting 2D shapes into different groups. *Matching numerals to objects- on the snowman. *Matching each amount to the numeral. *Making different groups- looking at how many in each group- some simple additions. *Positional language walk- can we go over, under, behind, next to, through? 	<ul style="list-style-type: none"> *Looking at the numbers 6,7,8. *Making the numbers 6,7,8- how many ways can we make these numbers? *Sorting the numbers 6,7,8. <u>Growing 6,7,8: WRM</u> *Matching the numbers 6,7,8. *Combining numbers- addition sentences, number sentences, using 10 frames. *Writing number sentences to show combining two numbers. *Part whole models- how many altogether? <u>Making pairs: WRM</u> *Looking at making pairs. *Counting in 2's. *Combining two groups. 	<ul style="list-style-type: none"> numbers to 10 and possibly beyond. *Recap naming 2D and 3D shapes and their properties. <u>Assessment- covering aspects from Autumn and Spring 1: WRM</u> *Exploring composition of numbers to 10- making numbers in different ways- using ten frames. *Number bonds to 5 (composition link). *Writing numbers to 10, possibly to 20. <u>Spring consolidation: WRM</u> *Map work- Looking at ways Little Red Riding Hood could cross the forest safely. *Recognising numbers from 1-10 and 1-20. *Matching numbers and numerals. 	<ul style="list-style-type: none"> <u>First, then, now: WRM</u> *Subtracting different amounts. *Writing some simple subtraction sentences. *Saying how many are left after taking some away. *Counting how many are left. *Making repeating patterns- taking one away. <u>First, then, now: WRM</u> *Making different shapes using circles. *Making different shapes using triangles. *Making different shapes using rectangles. *Looking at different shapes 2D and 3D shapes. *Counting the different shapes. *Making different patterns. 	<ul style="list-style-type: none"> *Pattern spotting- odd and even. *Recapping number bonds to 5/10. <u>On the Move- WRM</u> *Problem solving- book links (dinosaurs and animals). *How many- looking at the different animals and their legs. *Making boats- exploring floating and sinking. *Making bridges- how do we make them strong- prior link Isambard Kingdom Brunel. *One more one less teddy's picnic. *Exploring the different shapes of food. Emphasis shapes within other shapes. <u>On the move: WRM</u> *Cuisenaire rods. *Looking at place value.
--	--	---	---	---	---	--

		<ul style="list-style-type: none"> • Making more than 8- how many pairs can we make? • Looking at how many altogether. • Making number sentences. <p><u>Length and height:</u> <u>time/days of the week:</u> WRM</p> <ul style="list-style-type: none"> • Comparing length- look at whole class heights- who is taller? How do you know? Who is the tallest? • Introducing different units of measure. 	<ul style="list-style-type: none"> • Recapping repeating patterns. <p><u>Spring consolidations:</u> WRM</p> <ul style="list-style-type: none"> • Exploring number composition- 1-10- making numbers in different ways. • Number bonds to 5 (composition link). • One more and one less- using addition and subtraction simple sentences. • Some capacity links- story book link. <p><u>To 20 and beyond:</u> WRM</p> <ul style="list-style-type: none"> • Rolling number song- 2, 5, 10's. • Weighing the ingredients using the digital scales. • Number patterns to 20. • Matching numbers and numerals. 		<ul style="list-style-type: none"> • Patterns- Repeating patterns. • Relationships between numbers. • Counting, how many- Matching the correct number of animals/creatures to each family group. • Shape patterns. <p><u>On the move:</u> WRM</p> <ul style="list-style-type: none"> • Spatial reasoning. • Completing an obstacle course. • Number bonds to 5 and 10- using bowls and teddies. (part whole models). • Using shapes to develop spatial reasoning. • Making our own maps- getting to school. <p><u>Consolidation:</u> WRM</p> <ul style="list-style-type: none"> • Recap number bonds to 10. • One more and one less.
--	--	---	--	--	---

				<ul style="list-style-type: none"> •Using ten frames- counting how many. •Estimating- how many. 		<ul style="list-style-type: none"> •Writing numbers and matching correct number of objects. •Shapes (recognition and shape pictures). •Repeating patterns. •Addition. •Subtraction.
White Rose Maths	<ul style="list-style-type: none"> *Number and place value- numbers to 5. *Addition and subtraction- sorting. *Number and place value- comparing groups. *Addition and subtraction- change within 5. *Measurement- time. <p>WHITE ROSE & NUMBER BLOCKS</p> <p>Getting to know you</p> <p>Just like me!</p>	<ul style="list-style-type: none"> *Number and place value- numbers to 5. *Addition and subtraction- sorting. *Number and place value- comparing groups. *Addition and subtraction- change within 5. *Measurement- time. <p>WHITE ROSE & NUMBER BLOCKS</p> <p>It's ME 1,2,3!</p> <p>Light and Dark. Consolidation Numbers.</p>	<ul style="list-style-type: none"> *Addition and subtraction- numbers to 5. *Number and place value- numbers to 10. *Addition and subtraction- addition to 10. *Geometry- shape and space. <p>WHITE ROSE & NUMBER BLOCKS</p> <p>Alive in 5!</p> <p>Growing 6,7,8.</p> <p>Building 9 and 10 Numbers</p> <p>5, 6, 7,8,9 Money Time</p> <p>Shape Early doubling subitising.</p>	<ul style="list-style-type: none"> *Addition and subtraction- numbers to 5. *Number and place value- numbers to 10. *Addition and subtraction- addition to 10. *Geometry- shape and space. <p>WHITE ROSE & NUMBER BLOCKS</p> <p>Building 9 and 10. Consolidation Numbers.</p> <p>7, 8, 9, 10 Halving Doubling Sharing subitising.</p>	<ul style="list-style-type: none"> *Geometry- exploring patterns. *Addition and subtraction- change. *Number and place value- numbers to 20. *Multiplication and division- numerical patterns. *Measurement- measure. <p>WHITE ROSE & NUMBER BLOCKS</p> <p>To 20 and beyond.</p> <p>First then now.</p> <p>Numbers 10, 11, 12, 13, 14, 15 Money, time, shape</p>	<ul style="list-style-type: none"> *Geometry- exploring patterns. *Addition and subtraction- change. *Number and place value- numbers to 20. *Multiplication and division- numerical patterns. *Measurement- measure. <p>WHITE ROSE & NUMBER BLOCKS</p> <p>Find my pattern.</p> <p>On the move.</p> <p>Consolidation.</p> <p>Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing subitising.</p>

	Matching, Sorting & Comparing, Numbers 1, 2, 3,4,5 subitising Money Time Shape.	4, 5, ,6,7,8 Money Time Shape subitising Early doubling.			Halving, doubling, sharing subitising.	
Development Matters (Possible age-related statements)	<p><u>3-4 Years:</u></p> <ul style="list-style-type: none"> *Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. *Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns - sticks, leaf, sticks, leaf. *Notice and correct an error in a repeating pattern. *Begin to describe a sequence of events, real 	<p><u>3-4 Years:</u></p> <ul style="list-style-type: none"> *Solve real world mathematical problems with numbers up to 5. *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. *Combine shapes to make new ones - an arch, a bigger triangle, etc. *Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 	<ul style="list-style-type: none"> *Count objects, actions, and sounds. *Link the number symbol (numeral) with its cardinal number value. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Compare length, weight, and capacity. *Subitise. *Compare numbers. 	<ul style="list-style-type: none"> *Count objects, actions, and sounds. *Link the number symbol (numeral) with its cardinal number value. *Compare numbers. *Explore the composition of numbers to 10. *Select, rotate, and manipulate shapes to develop spatial reasoning skills. *Compose and decompose shapes so that children recognise a shape can 	<ul style="list-style-type: none"> *Count objects, actions, and sounds. *Subitise. *Count beyond ten. *Compare numbers. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Automatically recall number bonds for numbers 0-5 and some to 10. 	<ul style="list-style-type: none"> *Count objects, actions, and sounds. *Subitise. *Count beyond ten. *Compare numbers. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Automatically recall number bonds for numbers 0-5 and some to 10.

	<p>or fictional, using words such as 'first', 'then...'</p> <ul style="list-style-type: none"> *Make comparisons between objects relating to size, length, weight, and capacity. <p><u>Reception:</u></p> <ul style="list-style-type: none"> *Count objects, actions, and sounds. *Compare numbers. *Count beyond ten. *Explore the composition of numbers to 10. *Continue, copy, and create repeating patterns. *Compare length, weight, and capacity. *Subitise. *Select, rotate, and manipulate shapes to develop spatial reasoning skills 	<p>'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> *Make comparisons between objects relating to size, length, weight, and capacity. <p><u>Reception:</u></p> <ul style="list-style-type: none"> *Count objects, actions, and sounds. *Subitise. *Explore the composition of numbers to 10. * Link the number symbol (numeral) with its cardinal number value. *Select, rotate, and manipulate shapes to develop spatial reasoning skills. * Link the number symbol (numeral) with its cardinal number value *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> *Compare length, weight, and capacity. 	<p>have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> *Understand the 'one more than/one less than' relationship between consecutive numbers. *Subitise. 	<ul style="list-style-type: none"> *Select, rotate, and manipulate shapes to develop spatial reasoning skills. *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. *Continue, copy, and create repeating patterns. <p><u>ELG: Number.</u></p> <p><u>ELG: Numerical Patterns.</u></p>	<ul style="list-style-type: none"> *Select, rotate, and manipulate shapes to develop spatial reasoning skills. *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. *Continue, copy, and create repeating patterns. <p><u>ELG: Number.</u></p> <p><u>ELG: Numerical Patterns.</u></p>
--	---	---	--	--	--	--

		*Compare length, weight, and capacity.				
--	--	--	--	--	--	--

Early Years Scheme- White Rose:

Early years

All

FILTER

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

Getting to know you

(Take this time to play and get to know the children!)

Contains overviews and frequently asked questions

[VIEW](#)

Just like me!

Match and sort
Compare amounts
Compare size, mass & capacity
Exploring pattern

[VIEW](#)

It's me 1, 2, 3!

Representing 1, 2 & 3
Comparing 1, 2 & 3
Composition of 1, 2 & 3
Circles and triangles
Positional language

[VIEW](#)

Light & dark

Representing numbers to 5
One more or less
Shapes with 4 sides
Time

[VIEW](#)

Spring term

Alive in 5!

Introducing zero
Comparing numbers to 5
Composition of 4 & 5
Compare mass (2)
Compare capacity (2)

[VIEW](#)

Growing 6, 7, 8

6, 7 & 8
Combining two amounts
Making pairs
Length & height
Time (2)

[VIEW](#)

Building 9 & 10

Counting to 9 & 10
Comparing numbers to 10
Bonds to 10
3-D shapes
Spatial awareness
Patterns

[VIEW](#)

Consolidation

Summer term

To 20 and beyond

Build numbers beyond 10
Count patterns beyond 10
Spatial reasoning 1
Match, rotate, manipulate

[VIEW](#)

First, then, now

Adding more
Taking away
Spatial reasoning 2
Compose and decompose

[VIEW](#)

Find my pattern

Doubling
Sharing & grouping
Even & odd
Spatial reasoning 3
Visualise and build

[VIEW](#)

On the move

Deepening understanding
Patterns & relationships
Spatial mapping (4)
Mapping

[VIEW](#)

Years One to Six Mathematics at Deanshanger Primary School

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Place Value: Counting	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p style="text-align: center;">Autumn 1 Spring 1 Spring 3 Summer 4</p>	<p>Count in steps of 2,3, and 5 from 0, and in tens from any number forward and backward.</p> <p style="text-align: center;">Autumn 1</p>	<p>Count from 0 in multiples of 4,,8,50, and 100; find 10 or 100 more or less than a given number.</p> <p style="text-align: center;">Autumn 1</p>	<p>Count in multiples of 6,7,9,25 and 1000.</p> <p>Count backwards through zero to include negative numbers.</p> <p style="text-align: center;">Autumn 1</p>	<p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>Count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p style="text-align: center;">Autumn 1</p>	
Place Value: Represent	<p>Identify and represent numbers using objects and pictorial representations.</p> <p>Read and write numbers from 100 in numerals.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p style="text-align: center;">Autumn 1 Spring 1 Spring 3 Summer 4</p>	<p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p style="text-align: center;">Autumn 1</p>	<p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p style="text-align: center;">Autumn 1</p>	<p>Identify, represent and estimate numbers using different representations.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changer to include the concept of zero and place value.</p> <p style="text-align: center;">Autumn 1</p>	<p>Read, write (order and compare) numbers to at least 1,000,000 and determine the value of each digit.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p style="text-align: center;">Autumn 1</p>	<p>Read, write (order and compare) numbers up to 10,000,000 and determine the value of each digit.</p> <p style="text-align: center;">Autumn 1</p>

<p>Place Value: Use PV and Compare</p>	<p>Given a number, identify one more and one less.</p> <p>Autumn 1 Spring 1 Spring 3 Summer 4</p>	<p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Autumn 1</p>	<p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000.</p> <p>Autumn 1</p>	<p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Autumn 1</p>	<p>(Read, write), order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>Autumn 1</p>	<p>(Read, write), order and compare numbers to at least 10,000,000 and determine the value of each digit.</p> <p>Autumn 1</p>
<p>Place Value: Problems and Rounding</p>		<p>Use place value and number facts to solve problems.</p> <p>Autumn 1</p>	<p>Solve number problems and practical problems involving these ideas.</p> <p>Autumn 1</p>	<p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Autumn 1</p>	<p>Interpret negative numbers in context.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, and 100,000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Autumn 1</p>	<p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Autumn 1</p>
<p>Addition and Subtraction: Recall, Represent, Use</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equal (=) signs.</p>	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p>	<p>Estimate the answer to a calculation and use the inverse operations to check answers.</p> <p>Autumn 2</p>	<p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Autumn 2</p>	<p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p>	

	<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Autumn 2 Spring 2</p>	<p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Autumn 2</p>			<p>Autumn 2</p>	
<p>Addition & Subtraction: Calculations</p>	<p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Autumn 2 Spring 2</p>	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers.</p> <p>Autumn 2 -</p>	<p>Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Autumn 2</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Autumn 2</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Autumn 2</p>	<p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Autumn 2</p>

<p>Addition & Subtraction: Solve Problems</p>	<p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$</p> <p>Autumn 2 Spring 2</p>	<p>Solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Apply their increasing knowledge of mental and written methods.</p> <p>Autumn 2</p>	<p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Autumn 2</p>	<p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Autumn 2</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Autumn 2</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Autumn 2</p>
<p>Multiplication & Division: Recall, Represent, Use</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Spring 2</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Spring 2</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Autumn 3 Spring 1</p>	<p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p>	<p>Identify common factors, common multiples and prime numbers.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Autumn 2</p>

				<p style="text-align: center;">Autumn 4 Spring 1</p>	<p>Recognise and use square numbers and cube numbers, and the notation for squared and cubed.</p> <p style="text-align: center;">Autumn 3 Spring 1</p>	
<p>Multiplication & Division: Calculations</p>		<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <p style="text-align: center;">Spring 2</p>	<p>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.</p> <p style="text-align: center;">Autumn 3 Spring 1</p>	<p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p style="text-align: center;">Spring 1</p>	<p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p style="text-align: center;">Autumn 3</p>	<p>Multiply multi-digit number up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with</p>

					Spring 1	mixed operations and large numbers. Autumn 2
Multiplication & Division: Solve Problems	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Summer 1	Solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Spring 2	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Autumn 3 Spring 1	Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Spring 1	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Autumn 3 Spring 1	Solve problems involving addition, subtraction, multiplication and division. Autumn 2
Multiplication & Division: Combined Operations					Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Autumn 3 Spring 1	Use their knowledge of the order of operations to carry out calculations involving the four operations. Autumn 2
Fractions: Recognise and Write	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, and $3/4$ of a length, shape, set of objects or quantity.	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts, and in dividing one-digit	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	

	<p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p style="text-align: center;">Summer 2</p>	<p style="text-align: center;">Summer 1</p>	<p>numbers or quantities by 10.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p style="text-align: center;">Spring 3</p>	<p>hundred and dividing tenths by ten.</p> <p style="text-align: center;">Spring 3</p>	<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number.</p> <p style="text-align: center;">Autumn 4 Spring 2</p>	
<p>Fractions: Compare</p>		<p>Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p style="text-align: center;">Summer 1</p>	<p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p style="text-align: center;">Summer 1</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p style="text-align: center;">Spring 3</p>	<p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p style="text-align: center;">Autumn 4 Spring 2</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions >1.</p> <p style="text-align: center;">Autumn 3 Autumn 4</p>
<p>Fractions: Calculations</p>		<p>Write simple fractions, for example $\frac{1}{2}$ of $6 = 3$</p> <p style="text-align: center;">Summer 1</p>	<p>Add and subtract fractions with the same denominator within one whole.</p> <p style="text-align: center;">Summer 1</p>	<p>Add and subtract fractions with the same denominator.</p> <p style="text-align: center;">Spring 3</p>	<p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiple proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p>	<p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form.</p>

					Autumn 4 Spring 2	Divide proper fractions by whole numbers. Autumn 3 Autumn 4
Fractions: Solve Problems			Solve problems that involve all of the above. Spring 3 Summer 1	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Spring 3		
Decimals: Recognise and Write				Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Spring 4 Summer 1	Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Spring 3 Summer 3	Identify the value of each digit in numbers given to three decimal places. Spring 3
Decimals: Compare				Round decimals with one decimal place to nearest whole number. Compare numbers with the same number of decimal	Round decimals with two decimal places to the nearest whole number and to one decimal place.	

				places up to two decimal places. Summer 1	Read, write, order and compare numbers with up to three decimal places. Spring 3 Summer 3	
Decimals: Calculations & Problems				Find the effect of dividing a one- or two-digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths. Spring 4	Solve problems involving number up to three decimal places. Spring 3 Summer 3	Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Multiply one-digit number with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Spring 3
Fractions, Decimals and Percentages				Solve simple measure and money problems involving fractions and decimals to two decimal places. Spring 3 Spring 4 Summer 1	Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal.	Associate a fraction with division and calculate decimal fraction equivalents. Recall and use equivalences between simple fractions, decimals

					<p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p> <p style="text-align: center;">Spring 3</p>	<p>and percentages, including in different contexts.</p> <p style="text-align: center;">Spring 4</p>
<p>Ratio and Proportion</p>						<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving the calculation of percentages and use of percentages for comparison.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p style="text-align: center;">Spring 1</p>

Algebra	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Solve problems, including missing number problems.			<p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p style="text-align: right;">Spring 2</p>

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Measurement: Using Measures	<p>Compare, describe and solve practical problems for:</p> <p>Lengths and heights Mass/weight Capacity and volume Time</p> <p>Measure and begin to record the following:</p> <p>Lengths and heights Mass/weight</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p style="text-align: center;">Spring 2 Spring 4</p>	<p>Convert between different units of measure.</p> <p>Estimate, compare and calculate different measures.</p> <p style="text-align: center;">Autumn 3 Spring 2 Summer 3</p>	<p>Convert between different units of metric measure.</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Use all four operations to solve problems involving</p>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length,</p>

	Capacity and volume Time (hours, minutes, seconds). Spring 4 Spring 5 Summer 6	Compare and order lengths, mass, volume/capacity and record the results using > < and =. Spring 3 Spring 4			measure using decimal notation, including scaling. Summer 5	mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres. Spring 5
Measurements: Money	Recognise and know the value of different denominations of coins and notes. Summer 5	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Spring 1	Add and subtract amounts of money to give change, using both £ and p in practical contexts. Summer 2	Estimate, compare and calculate different measures, including money in pounds and pence. Summer 2	Use all four operations to solve problems involving measure (money).	
Measurements: Time	Sequence events in chronological order using language (before, after, next, first, today, yesterday).	Compare and sequence interval of time. Tell and write the time to five minutes, including	Tell and write the time from an analogue clock, including using Roman numerals from I to XII.	Read, write and convert time between analogue and digital 12 and 24-hour clocks.	Solve problem involving converting between units of time.	Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure

	<p>tomorrow, morning, afternoon and evening)</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p style="text-align: center;">Summer 6</p>	<p>quarter past/to the hour and draw hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number in a day.</p> <p style="text-align: center;">Summer 2</p>	<p>and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary, such as o'clock, am/pm, morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events.</p> <p style="text-align: center;">Summer 3</p>	<p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p style="text-align: center;">Summer 3</p>		<p>to a larger unit, and vice versa.</p>
<p>Measurements: Perimeter, Area, Volume</p>			<p>Measure the perimeter of simple 2-D shapes.</p> <p style="text-align: center;">Spring 2 Spring 4</p>	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p style="text-align: center;">Autumn 3 Spring 2</p>	<p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres</p>	<p>Recognise that shapes with the same area can have different perimeter and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p>

					<p>(m²) and estimate the area of irregular shapes.</p> <p>Estimate volume (including cubes) and capacity.</p> <p>Spring 4 Summer 6</p>	<p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (for example, mm³ and km³)</p> <p>Spring 5</p>
--	--	--	--	--	---	--

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Geometry: 2-D Shapes	<p>Recognise and name common 2-D shapes, for example, rectangles (including squares), circles, and triangles.</p> <p>Autumn 3</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify 2-D shapes on the surface of 3-D shapes.</p> <p>Compare and sort common 2-D shapes and everyday objects.</p> <p>Autumn 3</p>	<p>Draw 2-D shapes.</p> <p>Summer 4</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Summer 5</p>	<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Summer 1</p>	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes.</p>
Geometry: 3-D Shapes	<p>Recognise and name common 3-D shapes. Including cuboids, cubes, pyramids and spheres.</p>	<p>Recognise and name common 3-D shapes.</p>	<p>Make 3-D shapes using modelling materials.</p>		<p>Identify 3-D shapes from 2-D representations.</p> <p>Summer 1</p>	<p>Recognise, describe and build 3D shapes, including nets.</p>

	Autumn 3	Compare and sort common 3-D shapes and everyday objects. Autumn 3	Recognise 3-D shapes in different orientations and describe them. Summer 4			Summer 1
Geometry: Angles & Lines			Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. Identify whether angles are greater than one less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Summer 4	Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Summer 5	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify: -angles at a point and one whole turn (total 360°). -angles at a point on a straight line and ½ a turn (total 180°). -other multiples of 90°. Summer 1	Find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Summer 1
Geometry: Position and Direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Summer 3	Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe		Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate

	position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.	Summer 2	planes, and reflect them in the axes. Summer 2
	Summer 4	Summer 5		

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Statistics: Present and Interpret		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Summer 3	Interpret and present data using bar charts, pictograms and tables. Summer 5	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Summer 6	Complete, read and interpret information in tables, including timetables. Spring 5	Interpret and construct pie charts and line graphs and use these to solve problems. Spring 6
		Ask and answer simple questions by counting the number of objects in each category, and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Summer 3	Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. Summer 5	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Summer 6	Solve comparison, sum and difference problems using information presented in a line graph. Spring 5	Calculate and interpret the mean as an average. Spring 6

Year 1 Scheme (WR 3.0):

	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 Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW			Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW		
Summer term	Number Multiplication and division VIEW			Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation

Year 2 Scheme (WR 3.0):

	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 Place value VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW		Number Multiplication and division VIEW				Measurement Length and height VIEW		Measurement Mass, capacity and temperature VIEW			
Summer term	Number Fractions VIEW			Measurement Time VIEW			Statistics VIEW		Geometry Position and direction VIEW		Consolidation	

Year 3 Scheme (WR 3.0):

	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 Place value VIEW		Number Addition and subtraction VIEW				Number Multiplication and division A VIEW					
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW				
Summer term	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW			Geometry Shape VIEW		Statistics VIEW		Consolidation		

Year 4 Scheme (WR 3.0):

	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 Place value VIEW			Number Addition and subtraction VIEW			Measurement Area VIEW		Number Multiplication and division A VIEW		Consolidation	
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW			
Summer term	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation		Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW

Year 5 Scheme (WR 3.0):

	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 Place value VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW			Number Fractions A VIEW				
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW			Measurement Perimeter and area VIEW		Statistics VIEW		
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW			Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW	

Year 6 Scheme (WR 3.0):

	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 Place value VIEW		Number Addition, subtraction, multiplication and division VIEW				Number Fractions A VIEW		Number Fractions B VIEW		Measurement Converting units VIEW	
Spring term	Number Ratio VIEW		Number Algebra VIEW		Number Decimals VIEW		Number Fractions, decimals and percentages VIEW		Measurement Area, perimeter and volume VIEW		Statistics VIEW	
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Themed projects, consolidation and problem solving							