

Mathematics at St White's Primary School



Yearly Overviews



EYFS/Reception

This overview is taken from the NCETM Mastering Number programme and forms the basis of mathematics lessons in EYFS. This is supplemented by NCETM resources in Pattern; Shape and Space; and Measures.



Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	- 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.	- 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.	- see that all numbers can be made of 1s - compose their own collections within 4.	- 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'.
2 Children will:	- continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements.	- 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.	- 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.	- 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.
3 Children will:	- 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,	- 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 explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar	- 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

	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.	- 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.	patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'.	explore ways of making unequal sets equal.
4 Children will:	explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	- continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20.	- 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.	compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
5 Children will:	- continue to practise 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.	- 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.	explore the composition of 10.	order sets of objects, linking this to their understanding of the ordinal number system.
6	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.			



These overviews are taken from White Rose Maths and includes suggested timings for each block of learning. The blocks will be followed in order but timings may be adjusted for term dates or other requirements to suit the pupils in the class.

Year 1

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



Year 2

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



Year 3

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



Year 4

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



Year 5

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

