Subject Overview – MATHS

For further details on each topic for EYFS, click here
For further details on each topic for KS1 and KS2, click here,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	•Identify when a set can be subitised and when counting is needed • Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • Spot smaller numbers 'hiding' inside larger numbers	•Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • Compare sets of objects by matching • Begin to develop the language of 'whole' when talking about objects which have parts	• Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • Begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • Focus on equal and unequal groups when comparing numbers	• Understand that two equal groups can be called a 'double' and connect this to finger patterns • Sort odd and even numbers according to their 'shape' • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • Order numbers and play track games • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	• Continue to develop their counting skills, counting larger sets as well as counting actions and sounds • Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • Compare quantities and numbers, including sets of objects which have different attributes • Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2	• Begin to generalise about 'one more than' and 'one less than' numbers within 10 • Continue to identify when sets can be subitised and when counting is necessary • Develop conceptual subitising skills including when using a rekenrek
Year 1	- **Number**: Place Value (within 10) - **Number**: Addition and Subtraction (within 10)	- **Number**: Addition and Subtraction (within 10) (continued) - **Geometry**: Shape	- **Number**: Place Value (within 20) - **Number**: Addition and Subtraction (within 20) - **Number**: Place Value (within 50)	- **Number**: Place Value (within 50) (continued) - **Measurement**: Length and Height - **Measurement**: Mass and Volume	- **Number**: Multiplication and Division - **Number**: Fractions	- **Geometry**: Position and Direction - **Number**: Place Value (within 100) - **Measurement**: Money - **Measurement**: Time
Year 2	- **Number**: Place Value - **Number**: Addition and Subtraction	- **Number**: Addition and Subtraction (continued) - **Geometry**: Shape	- **Measurement**: Money - **Number**: Multiplication and Division - **Measurement**: Length and height	- **Measurement**: Length and height(Continued) - **Measurement**: Mass, capacity and temperature	- **Number**: Fractions -**Measurement**: Time	- **Statistics** - **Geometry**: Position and direction

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Year 3	- **Number**: Place Value - **Number**: Addition and Subtraction	- **Number**: Addition and Subtraction (continued) - **Number**: Multiplication and Division	- **Number**: Multiplication and Division (continued) - **Measurement**: Length and perimeter	- **Number**: Fractions **Measurement**: Mass and capacity	- **Number**: Fractions (continued) - **Measurement**: Money **Measurement**: Time	- **Geometry**: Properties of Shape - **Statistics**
Year 4	- **Number**: Place Value - **Number**: Addition and Subtraction	- **Measurement**: Area - **Number**: Multiplication and Division	- **Number**: Multiplication and Division (continued) - **Measurement**: Length and perimeter - **Number**: Fractions	- **Number**: Fractions (continued) - **Number**: Decimals	- **Number**: Decimals (continued) - **Measurement**: Money - **Measurement**: Time	- **Geometry**: Properties of Shape - **Statistics** - **Geometry**: Position and Direction
Year 5	- **Number**: Place Value - **Number**: Addition and Subtraction - **Number:** Multiplication and division	- **Number**: Multiplication and Division (Continued) - **Number**: Fractions	- **Number**: Multiplication and Division (continued) - **Number**: Fractions	- **Number**: Decimals and Percentages - **Measurement**: Perimeter and area - **Statistics**	- **Geometry**: Properties of Shape - **Geometry**: Position and Direction -**Number:** Decimals	- **Number:** Negative numbers - **Measurement**: Converting Units - **Measurement**: Volume
Year 6	- **Number**: Place Value - **Number**: Addition, Subtraction, Multiplication and Division - **Number**: Fractions	- **Number**: Fractions (Continued) - **Measurement:** Converting units	- **Number**: Ratio - **Number**: Algebra - **Number**: Decimals	- **Number:** Fractions, decimals and percentages - **Measurement**: Perimeter, Area and Volume - **Statistics**	- **Geometry**: Properties of Shape - **Geometry**: Position and direction	- Consolidation and themed projects

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