Maths Curriculum Coverage

Ling Moor Primary Academy

The grids below provide an outline of the intended coverage throughout the year.

Teachers take their time to ensure learning is in small coherent steps. Where appropriate teachers add additional lessons to support with revealing the structure of the maths, especially when using concrete resources.

Therefore the termly outline may not track exactly as mapped out over time however teachers ensure full coverage over the year.

Teachers are aware of the Department for Education's Ready to Progress (prioritisation) document and over the course of an academic year will ensure that these areas are given priority.

[Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)](publishing.service.gov.uk)

Mastering Number – This leads the curriculum in EYFS and is a 10/15 minute fluency session in addition to the main maths lesson in other year groups.

We are pleased to be part of the NCETM's pilot Mastering Number project in KS2 and these overviews are currently a work in progress.

The main maths lesson in Y1 – Y5 follows the Power Maths schemes.

In year 6 we teach the main maths in a similar style to the Power Maths approach, but have created our own bespoke curriculum to allow us to match to our pupil's needs and the timings for the year.

Mastering Number: Overview of content – Reception

Term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Space, shape, measures and pattern
1	• 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'.	Measures • Recognising attributes • **Comparing amounts of continuous quantities.** Pattern • Continuing an AB pattern • Copying an AB pattern • Identifying a unit
2:	• 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.	Space and shape • Developing spatial vocabulary. • Shape awareness • Showing awareness of properties of shapes – 2D Measures • **Begin to use time to sequence events. (day and night links to bonfire night)** • **Comparing amounts of continuous quantities.** • Showing awareness in estimating and predicting. Pattern • Making own AB patterns • Spotting an error in an AB pattern • Continuing ABC patterns
3	• 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, 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 develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • 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.	• 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 patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'.	• 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 • explore ways of making unequal sets equal.	Shape and Space • Shape awareness – Developing awareness through construction. • Identifying similarities between shapes • Showing awareness of properties of shapes – 3D • Describing properties of shape Pattern • Continuing an ABC pattern • Continuing a pattern that ends mid unit.

4	• 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.	Space and shape • Representing spatial relationships • Developing spatial awareness: experiencing different viewpoints. Measures • Recognising the relationship between the size and number of units.
5	• 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.	Space and Shape • Developing an awareness of relationships between shapes Pattern • Make their own ABB, ABBC patterns • Spot a mistake in an ABB pattern Measures • Beginning to use units to compare things.
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.				

Mastering Number

Year 1 Overview

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. **Pupils will:** • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). **Pupils will:** • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'). **Pupils will:** • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)
• explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them	• explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure	• practise retrieving previously taught facts and reason about these
This term will build and consolidate the Early Learning Goals and support the teaching and consolidation of the following RtP criteria: • 1AS-1 • 1NF-1 • 1NPV-2	This term will particularly support the teaching and consolidation of the following RtP criteria: • 1AS-1 • 1NF-1	This term will particularly support the teaching and consolidation of the following RtP criteria: 1AS-2 1NF-1 1NPV-2

Power Maths Year I, yearly overview

Textbook	Strand	Unit	Number of Lessons	
Textbook A / Practice Pupil Book A (Term 1)	Number – number and place value	1	Numbers to 10	12
	Number – number and place value	2	Part-whole within 10	5
	Number – addition and subtraction	3	Addition and subtraction within 10 (1)	6
	Number – addition and subtraction	4	Addition and subtraction within 10 (2)	12
	Geometry – properties of shape	5	2D and 3D shapes	5
	Number – number and place value	6	Numbers to 20	7
Textbook B / Practice Pupil Book B (Term 2)	Number – addition and subtraction	7	Addition within 20	6
	Number – addition and subtraction	8	Subtraction within 20	8
	Number – number and place value	9	Numbers to 50	11
	Measurement	10	Introducing length and height	5
	Measurement	11	Introducing weight and volume	7
Textbook C / Practice Pupil Book C (Term 3)	Number – multiplication and division	12	Multiplication	6
	Number – multiplication and division	13	Division	5
	Number – fractions	14	Halves and quarters	5
	Geometry – position and direction	15	Position and direction	3
	Number – number and place value	16	Numbers to 100	9
	Measurement	17	Time	7
	Measurement	18	Money	3

Mastering Number

Year 2 Overview

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.	Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.	Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.
Pupils will:		**Pupils will:**
- review the composition of the numbers 6 to 9 as '5 and a bit' - compare numbers using the language of comparison and use the symbols < > = - review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 - review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9	**Pupils will:** - explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure - use doubles to calculate near doubles - use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 - use known number bonds within 10 to calculate within 20, working within the 10-boundary	- continue to explore a range of strategies to subtract across the 10-boundary - review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 - practise previously explored strategies to support their reasoning about inequalities and equations - review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles
- consolidate their understanding of the numbers 10 and 20 as '10 and a bit' - consolidate their understanding of the linear number system to 20 and reason about midpoints	- use their knowledge of bonds of 10 to find three addends that sum to 10 - use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary - use their understanding of the linear number system to 10 to position multiples of 10 on a 0–100 number line and reason about midpoints	consolidate previously taught facts and strategies through continued, varied practice
This term will particularly support the teaching and consolidation of the following RtP criteria: 1NPV-2 2NF-1	This term will particularly support the teaching and consolidation of the following RtP criteria: 2NPV-2 2NF-1 2AS-1	This term will particularly support the teaching and consolidation of the following RtP criteria: 2NF-1 2AS-1 2AS-2

Power Maths Year 2, yearly overview

Textbook	Strand	Unit	Number of Lessons	
Textbook A / Practice Workbook A	Number – number and place value	1	Numbers to 100	10
	Number – addition and subtraction	2	Addition and subtraction (1)	12
(Term 1)	Number – addition and subtraction	3	Addition and subtraction (2)	9
	Measurement	4	Money	9
	Number – multiplication and division	5	Multiplication and division (1)	9
Textbook B / Practice Workbook B	Number – multiplication and division	6	Multiplication and division (2)	9
	Statistics	7	Statistics	7
(Term 2)	Measurement	8	Length and height	5
	Geometry – properties of shape	9	Properties of shapes	12
	Number – fractions	10	Fractions	14
Textbook C / Practice Workbook C	Geometry – position and direction	11	Position and direction	4
	Number – addition and subtraction	12	Problem solving and efficient methods	12
(Term 3)	Measurement	13	Time	9
	Measurement	14	Weight, volume and temperature	10

Power Maths Year 3, yearly overview

Textbook	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value within 1,000	11
	Number – addition and subtraction	2	Addition and subtraction (1)	10
	Number – addition and subtraction	3	Addition and subtraction (2)	9
	Number – multiplication and division	4	Multiplication and division (1)	15
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	5	Multiplication and division (2)	14
	Measurement	6	Money	5
	Statistics	7	Statistics	5
	Measurement	8	Length	11
	Number – fractions	9	Fractions (1)	11
Textbook C / Practice Book C (Term 3)	Number – fractions	10	Fractions (2)	9
	Measurement	11	Time	11
	Geometry – properties of shapes	12	Angles and properties of shapes	9
	Measurement	13	Mass	6
	Measurement	14	Capacity	6

Power Maths Year 4, yearly overview

Textbook	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value – 4-digit numbers (1)	9
	Number – number and place value	2	Place value – 4-digit numbers (2)	9
	Number – addition and subtraction	3	Addition and subtraction	15
	Measurement	4	Measure – perimeter	5
	Number – multiplication and division	5	Multiplication and division (1)	11
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	6	Multiplication and division (2)	15
	Measurement	7	Measure – area	5
	Number – fractions (including decimals)	8	Fractions (1)	7
	Number – fractions (including decimals)	9	Fractions (2)	8
	Number – fractions (including decimals)	10	Decimals (1)	10
Textbook C / Practice Book C (Term 3)	Number – fractions (including decimals)	11	Decimals (2)	7
	Measurement	12	Money	9
	Measurement	13	Time	5
	Statistics	14	Statistics	5
	Geometry – properties of shapes	15	Geometry – angles and 2D shapes	10
	Geometry – position and direction	16	Geometry – position and direction	6

Power Maths Year 5, yearly overview

Textbook	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value within 100,000	8
	Number – number and place value	2	Place value within 1,000,000	8
	Number – addition and subtraction	3	Addition and subtraction	10
	Statistics	4	Graphs and tables	5
	Number – multiplication and division	5	Multiplication and division (1)	10
	Measurement	6	Measure – area and perimeter	7
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	7	Multiplication and division (2)	11
	Number – fractions (including decimals and percentages)	8	Fractions (1)	8
	Number – fractions (including decimals and percentages)	9	Fractions (2)	12
	Number – fractions (including decimals and percentages)	10	Fractions (3)	7
	Number – fractions (including decimals and percentages)	11	Decimals and percentages	12
Textbook C / Practice Book C (Term 3)	Number – fractions (including decimals and percentages)	12	Decimals	15
	Geometry – properties of shapes	13	Geometry – properties of shapes (1)	7
	Geometry – properties of shapes	14	Geometry – properties of shapes (2)	5
	Geometry – position and direction	15	Geometry – position and direction	4
	Measurement	16	Measure – converting units	10
	Measurement	17	Measure – volume and capacity	4

Y6 Maths Yearly Overview

Term	Mathematical Theme
1	Place Value (Reading/Comparing/Rounding/Negatives/Roman Numerals/Power of 10) The four operations (Calculating / Word /Problems / Order of Operations)
2	Fractions and Decimals
3	Decimals Algebra Percentages Ratio
4	Spring Learning (Revision and Reasoning)
5	Spring Learning (Revision and Reasoning) Geometry(Properties of Quadrilaterals/Triangles/Circles/3d shapes & Nets)
6	Measures (Convert units of measure / Time / Area / Perimeter / Volume / Angles) Statistics (Mean / Graphs & Charts)