Derwent & Southill Federation Curriculum Map
Maths

Resources used:

White Rose, Twinkl, Master the Curriculum, Grammarsaurus,

Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Early Learning Goals	ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
Early Years - Year A	Number	Counting principles: One-one Stable-order Cardinal Abstraction Order-irrelevance Numbers 0-5 Number composition of numbers up to 5 Children are able to identify more and less. Comparing groups up to 5. Number bonds to 5 Instant recall of composition. Using 5 frames and part-whole models to represent numbers up to 5.	Consolidate counting principles: One-one Stable-order Cardinal Abstraction Order-irrelevance Focus on numbers 6 -10. Number bonds to 10 using a ten frame. Number bonds to 10 using a part whole model.	Number bonds games on TopMarks in Computing. Adding and subtracting numbers up to 10. Adding and subtracting games on TopMarks in Computing.	Children have Instant recall of the composition of all numbers up to 10. Mastery of numbers to 10. Number bonds/adding and subtracting games on TopMarks in Computing.	Adding by counting on. Taking away by counting back. Introduce counting in 2's and 10's continue to practice.	Adding and subtracting numbers to 20. Counting in 2's and 10's. Introduce counting in 5s.
	Numerical Patterns	Focus on repeating patterns ABAB. Sorting into groups. Comparing quantities of identical objects.	Focus on repeating patterns ABBABB/ABCABC One more and one less. Comparing quantities of non-identical objects. Ordering numerals forwards and backwards to 5.	Focus on 0 and recognising the counting pattern. Compare quantities up to 10. Ordering numerals forwards and backwards from 10.	Halving and doubling concepts introduced.	Children can independently make simple patterns. Counting to 20. Doubling.	Children can independently make complex patterns. Doubling. Halving. Odds and evens.
	Shape, Space and Measure	Time - looking at different times of the day. Positional language – scavenger hunts. Introduction to 2D shapes.	Time - different times of years (seasons). 2D shapes. Comparison of tall/short and long/short.	Spatial awareness. 3D shapes. 2D shapes.	3D shapes. 2D shapes. Shape Monster Game in Computing. Money Time	Length, height and distance. Money Time	Weight. Capacity. Money Time

Early Years - Year B	Number	Counting to 10 using correct number words in sequence One to one correspondence to 5 using concrete objects Perceptual subitising to 5 using structured layouts (fingers, dice frames, 5s frames) and random arrangements. Starting to understand the last number counted gives the total so far for numbers to 5 Understanding more than and less than/fewer with groups of concrete objects to five Identifying parts and wholes with concrete representations with numbers to 5 Begin to explicitly teach number formation here for numbers 0-5 Daily subitising practice so they can see 3 and 1 in 4 and 2 and 1 in 3 etc.	Counting back from 10 using correct number words in sequence and relating them to their numeral symbol One to one correspondence to 5 using concrete objects and more abstract concepts Perceptual subitising to 5 Developing understanding that the last number counted gives the total so far for numbers to 5 Begin to explicitly teach number formation here for numbers 6-10 Understanding more than and less than for groups of concrete objects to 5 and relating this to the position of the number in the counting sequence Identifying parts and wholes with concrete representations with numbers to 10 Partitioning the same number in different ways to understand that different pairs of combinations can make the same total Daily subitising practice	Counting to 10 forwards and backwards using correct number words in sequence One to one correspondence to 10 using concrete objects Perceptual subitising to 5 and conceptual subitising to10 Starting to understand the last number counted gives the total so far for numbers to 10 Identifying groups with the same number of things as well as those which are more than or less than/fewer than Groups up to 10	Counting to 20 using correct number words in sequence and relating them to their numeral symbol One to one correspondence to 20 using concrete objects and more abstract concepts Perceptual subitising to 5/6 and conceptual subitising to 10 Developing understanding that the last number counted gives the total so far for numbers to 10 Understanding more than and less than for groups of concrete objects and relating this to the position of the number in the counting sequence and then comparing numerals Groups up to 10 Compare numbers to 10	Counting beyond 20 using correct number words in sequence. Counting backwards from 20. One to one correspondence to 10 using concrete objects Perceptual subitising to 5/6 and conceptual subitising to 10 using structured layouts. (fingers, dice frames, 10s frames) Starting to understand the last number counted gives the total so far for numbers to 20 Use 1 full ten and ___ in the next ten for numbers over 10, using 10s frames for scaffold Comparing amounts using the numeral and reasoning Compare numbers to 10	Counting beyond 20 using correct number words in sequence and relating them to their numeral symbol One to one correspondence to 20 using concrete objects and more abstract concepts Perceptual subitising to 5/6 and conceptual subitising to 10 using structured layouts. (fingers, dice frames, 10s frames) Developing understanding that the last number counted gives the total so far for numbers to 20 Use 1 full ten and ___ in the next ten for numbers over 10, using 10s frames for scaffold Knowing the one more than/one less than relationship between counting numbers
	Numerical Patterns	Continue and copy an AB pattern Sort objects by specific features such as shape and colour	Make an AB pattern and spot an error in an AB pattern	Continue and copy ABB patterns Spot errors in ABB patterns	Understand that quantities can be distributed equally and unequally and consider strategies for distributing. Continue and copy more complex patterns ABB, ABC, ABBC, AABB	Look at the patterns of odd and even numbers using Numicon and tens frames pair wise. Identifying the unit of repeat in a pattern? Continue a pattern that ends mid unit	Exploring the patter of the counting system with tens and ones using tens frames Generalise patterns to another context or mode (e.g. From shapes to letters) Making a pattern with [illegible]
	Shape, Space and Measure	Developing spatial awareness and using spatial language Recognise the specific attributes of (for example) length – that a stick is long; adults are tall	Representing spatial relationships though language and drawing Developing shape awareness through construction (why is that a good block to go there?) Compare the amounts of continuous quantities Introduce capacity How many cubes/apples etc. fit in here?	Identifying and representing similarities between shapes e.g. representing a ball as a circle in a drawing. Showing an awareness of comparison in estimating and predicting	Develop awareness of properties of shapes even if this cannot be formally described Circle, square, triangle, rectangle and other quadrilaterals (can build to pentagon and hexagon if appropriate) Comparing indirectly Recognising the relationship between size and number of units	Describe properties of shapes Beginning to use units to compare things	Develop awareness of relationships between shapes Beginning to use time to sequence events Beginning to experience specific time durations
Key Stage One	Year 1 Southill Year A	Recap EYFS Place value and number bonds within 5 and then 10 Number: Place Value (within 10) Number: Addition and subtraction (within 10)	Number: Addition and subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and subtraction (within 20)	Number: Place Value (within 50) 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 Southill Year B	Number: Place Value Number: Addition and subtraction	Number: Addition and subtraction Geometry: Shape	Measurement: Money Number: Multiplication and division	Measurement: Length and height Measurement: Mass, capacity and temperature	Introduce Cracking Times Tables Number: Fractions Geometry: Position and direction Measurement: Time	Measurement: Time Statistics

Lower Key Stage Two	**Year 3 Southill Year A**	TT Rock stars: Garage and Jamming with Studio and weekly certificates Number: Place Value Number: Addition and subtraction	TT Rock stars: Gig Number: Addition and subtraction Number: Multiplication and division A	TTRockstars: Arena Number: Multiplication and division B Measurement: Length and perimeter	TTRockstars: Rock slam Number: Fractions A Measurement: Mass and capacity	Number: Fractions B Measurement: Money	Geometry: Shape Statistics Measurement: Time
	Year 4 Southill Year B	TT Rock stars: Weekly Sound Checks intorduce certificates Number: Place Value Number: Addition and subtraction	Measure: Area Number: Multiplication and division A	TT Rock stars: Battle of the bands (Half class) Introduce certificates for Stuido Number: Multiplication and division B Measurement: Length and perimeter	TT Rock stars: Battle of the bands (other class) Number: Fractions Number: Decimals A	TT Rock stars: Top of the rocks - Federation Number: Decimals B Measurement : Money Geometry: Shape	Rock stars day Multiplication Tables Check (MTC) Measurement: Time Statistics Geometry: Position and direction
Upper Key Stage Two	**Year 5**	Number: Place Value Number: Addition and subtraction Number: Multiplication and division A	Number: Multiplication and division A Number: Fractions A	Number: Multiplication and division B Number: Fractions B Number: Decimals and percentages	Number: Decimals and percentages Measurement: Perimeter and area Statistics	Geometry: Shape Geometry: Position and direction Number: Decimals	Number: Decimals Number: Negative numbers Measurements: Converting units Measurement: Volume
	Year 6	Number: Place value Number: Addition, subtraction, multiplication and division	Number: Addition, subtraction, multiplication and division Number: Fractions Measurement: Converting units	Number: Ratio Number: Algebra Number: Decimals	Number: Fractions, decimals and percentages Measurement: Area, perimeter and volume Statistics	Geometry: Shape Geometry: Position and direction SATS	Themed projects, consolidation and problem solving