



Horspath School Mathematics Curriculum Overview – Key Stage 1 and 2

Within Horspath School, we use the White Rose Scheme of Work as the basis of our Maths provision. This scheme provides a framework for mixed-aged classes, which is suitable to the class arrangements that we have at our school. This scheme is supplement by other resources, such as activities taken from the from the NCETM Mastery and Spine resources.

Our EYFS (Acorn Class) uses a structure derived from the Hamilton Trust Reception Maths Planning scheme of work.

Below are the curriculum overviews for each one of our EYFS, Key Stage 1 and Key Stage 2 classes:

Acorn – Reception

Numbers: Number and Place Value											
Steps, then ELG in bold	Recognise some numerals of personal significance	Recognises numerals 1 to 5	Counts up to three or four objects by saying one number name for each item	Counts actions or objects which cannot be moved	Counts objects to 10, and beginning to count beyond 10	Counts out up to six objects from a larger group	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	Counts an irregular arrangement of up to ten objects.	Estimates how many objects they can see and checks by counting them.	Uses the language of more and fewer to compare two sets of objects	Children count reliably with nos from 1 to 20, place them in order and say which number is one more or one less than a given number.
AUTUMN											
Week 1	Look for evidence of this in children's independent learning, and in incidental opportunities/discussion	Days 1, 3-5	Day 2	Days 1 & 5	Day 2 Up to 10	Activity		Day 2			
Week 2		Days 1, 2 and 3	Day 1	Activity	Days 1 & 2 Up to 10	Activities					Day 5 Order 1-10
Week 7		Day 1	Day 2	Days 3 & 4 Actions	Days 1 & 2 Up to 10		Activity				
Week 9										Days 3-5	
SPRING											
Week 1	Look for evidence of this in children's independent learning, and in incidental opportunities/discussion				Days 1-3				Day 2		Days 1-3 Counting to 20
Week 2		Day 2		Day 2 Actions Day 3 sounds	Days 3 & 5 Up to 20				Day 1		Days 1-5 Counting and ordinal numbers
Week 10							Activity			Days 2, 3 & 5	Days 1 & 4 Nos before/after nos to 20
SUMMER											
Week 1	Look for evidence of this in children's independent learning, and in incidental opportunities/discussion								Days 4 & 5		
Week 5											Days 1-3 Count in 2s to 20
Week 6											Day 1 Count back from 20
Week 9											Day 1 Identify missing nos to 20

Numbers: Calculation								
Steps, then ELG in bold	Finds the total number of items in two groups by counting all of them	Says the number that is one more than a given number.	Finds one more or one less from a group of up to five objects, then ten objects	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting	Records, using marks that they can interpret and explain	Begins to identify own mathematical problems based on own interests and fascinations.	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	They solve problems, including doubling, halving and sharing
AUTUMN								
Week 5		Days 1-5	Days 1-5 1 more	Days 3-5 Addition	Days 3-5 Addition modelled	Look for evidence of this in children's independent learning, and in incidental opportunities/discussion		
Week 6	Days 1-5 Partition 5			Days 1-5 Addition	Days 1-4 Addition modelled			
Week 7			Day 5 1 less					
Week 11				Days 3 & 5 Using coins to make amounts			Days 3 & 5 Count on to add £2	
SPRING								
Week 4		Days 1 & 2 1 more	Days 1 & 2 1 more	Days 1-5	Days 1-5 Read and match additions	Look for evidence of this in children's independent learning, and in incidental opportunities/discussion	Days 3-5 Count on 2	
Week 6	Days 1-5 Partition 10			Days 1 – 5 Addition & subtraction	Days 1-5 Read & match additions and subtractions		Days 4 & 5 Begin to count back to subtract	
Week 7		Day 3 1 more than 99p to 20		Days 1-3	Days 4 & 5 Numeral formation		Days 1 & 2 Count on 2	
Week 11				Day 1 Addition of money				Day 5 Sharing money
SUMMER								
Week 2		Day 1 1 more than 99p to 20			Days 1-5 Read and begin to write additions	Look for evidence of this in children's independent learning, and in incidental opportunities/discussion	Days 2-5 Count on 2, then 3	
Week 4	Days 1-3 Partition 6 a& 7			Days 1-4 Addition and subtraction	Days 1-4 Read & match additions and subtractions		Days 4 & 5 Doubles	
Week 5							Days 1-3 Count on 2	
Week 6			Days 2 & 3 1 more, 1 less		Days 2-4 Read & match additions and subtractions		Days 4 & 5 Count back 2	
Week 7					Day 1 Formation of 99p to 20		Days 2-5 Count on/back 1, 2, and 3	
Week 9					Write numbers			
Week 11								Days 4 & 5 Find coins with given total and change from 10p

Beech – Years 1&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 Y1 – Numbers to 20 Y2 – Numbers to 100			Number: Addition and Subtraction Year 1- Numbers within 20 (including recognising money) Year 2- Numbers within 100 (including money)						Number: Year 1: Place Value to 50 and Multiplication Year 2: Multiplication		
Spring	Number: Year 1: Division & consolidation Year 2: Division		Year 1: Place Value to 100	Year 2: Statistics		Measurement: Length and Height		Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape		Number: Year 1: Fractions and Consolidation Year 2: Fractions		Consolidation
Summer	Geometry: Position and Direction	Measurement: Time		Problem solving and efficient methods		Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature		Consolidation and Investigations				

Lime – Years 2&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 Y2 – Numbers to 100 Y3 – Numbers to 1,000			Number: Addition and Subtraction Year 2- Numbers within 100 (including money) Year 3- Numbers within 1,000 (including money)						Number: Multiplication		
Spring	Number: Division		Statistics		Measurement: Length and Height		Geometry: Year 2: Shape, Position and Direction Year 3: Shape and Perimeter		Number: Year 2: Fractions & Consolidation Year 3: Fractions			
Summer	Measurement: Time		Problem solving and efficient methods		Measurement: Year 2: Mass, Capacity and Temperature Year 3: Mass and Capacity		Consolidation and Investigations					

Oak – Years 4&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			Measurement: Length, Perimeter and Area		
Spring	Number: Multiplication and Division			Number: Fractions					Number: Decimals (including Y5 Percentages)				
Summer	Number: Decimals (including Y4 Money)		Measurement: Time	Statistics		Geometry: Properties of Shape		Geometry: Position and Direction	Y4: Consolidation		Y5: Converting Units & Volume		Consolidation

Willow – Years 5&6

	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: Four Operations					Number: Fractions				
Spring	Number: Decimals and Percentages			Y5: Number: Decimals		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Y5: Consolidation		Statistics	
				Y6: Number: Algebra					Y6: Number: Ratio			
Summer	Geometry: Properties of Shape		Geometry: Position and Direction	Y6: SATS		Investigations and Consolidation						