Limehurst Primary School
Whole School Overview

Maths						
Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn apply their skills and reasoning to solve a wide range of problems. At Limehurst Primary School we aim to provide the opportunity for children to experience success and enjoyment from mathematical study to develop a confident and positive approach to mathematics. We want children to develop mental arithmetic skills and mental methods to help children observe the patterns and relationships of mathematics. Our lessons encourage the use of mathematical language when children discuss, explain and express ideas. Our curriculum supports children to develop the creativity and flexibility of mind to investigate and problem solve both independently and collaboratively. At Limehurst Primary School we follow the White Rose Maths planning using small steps to develop children confidence in fluency, reasoning and problem solving.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Overview	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Nursery	Teaching in Autumn is done purely through the provision. This ensures children settle well into Nursery without undue pressure. It also gives staff time to learn about each child and their starting points with regards to mathematical knowledge. Children who are working at age level expectations will be challenged through teacher-led engagement in the provision.		During the Spring term the children are taught a specific maths session (10/15 minutes per day), these sessions will focus on specific objectives from our tailored curriculum. These sessions will include hands on, practical games and activities. A maths challenge is also introduced.		During the Summer term the daily maths sessions continue, the children will also have a weekly focused activity that they will complete with a teacher. This helps to prepare them for the transition into the reception year.	
	Focus in the Autumn term is on the prime areas of learning. All Maths is taught through the provision and is unique to each individual child.		▪ Recite numbers past 5. ▪ Show 'finger numbers' up to 5. ▪ Experiment with their own symbols and marks as well as numerals. ▪ Talk about and explore 2D shapes (for example, circles, rectangles, triangles and squares). ▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. ▪ Talk about and identifies the patterns around them.	▪ Fast recognition of up to 3 objects, without having to count them individually ('subitising'). ▪ Say one number for each item in order: 1,2,3,4,5. ▪ Begins to recognise numbers 0-10. ▪ Beginning to know that numbers are made of smaller numbers. ▪ Beginning to recognise that each counting number is one more than the number before.	▪ Points and touches each item saying one number for each item, using the stable order principle of 1,2, 3, 4, 5 ▪ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ▪ Compare small groups of objects and say when they have the same or different amounts. ▪ Use positional language – under, on, above, below, between, next to, in front of, behind. ▪ Extend and create ABAB patterns – stick, leaf, stick, leaf. ▪ Notice and correct an error in a repeating pattern.	▪ Compare quantities using language: 'more than', 'fewer than'. ▪ Make comparisons between objects relating to size, length, weight and capacity ▪ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ▪ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' ▪ Solve real world mathematical problems with numbers up to 5.
Reception	Match and Sort Compare Amounts Compare Mass and Capacity Exploring patterns Compare Mass and Capacity Exploring patterns	Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles and Triangles Positional language Representing numbers to 5 One More and one Less Shapes with 4 sides Time	Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2) 6,7 & 8 Making pairs Combining 2 groups Length & Height & Time	Comparing numbers to 10 Bonds to 10 3D-shape Pattern (2)	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, Rotate, Manipulate Adding more Taking away Spatial reasoning (2) Compose and Decompose	Doubling, sharing and grouping Odd and Even Spatial reasoning (3) Visualise and Build Understanding Patterns and Relationships Spatial reasoning (4) Mapping
Year 1	Place Value (Within 10) Addition and subtraction (Within 10)	Addition and subtraction (Within 10) Shape Consolidation	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Mass and volume	Multiplication and division Fractions Position and direction	Place Value within 100 Money Time Consolidate

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Year 2	Place Value Addition and subtraction	Addition and subtraction Shape	Money Multiplication and division	Multiplication and division Fractions (Length and height Time Mass capacity and temperature Statistics Position) Sats Prep	Length and height Time Mass capacity and temperature	Statistics Position Consolidation
Year 3	Place value Addition and Subtraction	Addition and Subtraction Multiplication and division	**Multiplication and division** **Length and perimeter**	**Fraction A** **Mass and captaincy**	Fraction B Money Time	Shape Statistics Consolidation
Year 4	Place value Addition and subtraction	Area Multiplication and division A	Multiplication and division B Length and perimeter	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position and direction
Year 5	Place Value Addition and subtraction	Multiplication and division Fractions A	Multiplication and division Fractions B	Decimals and percentage Perimeter and area Statistics	Shape Position and direction Decimals	Decimals Negative numbers Converting units Volume
Year 6	Place Value Addition, subtraction multiplication and division	Fraction A Fraction B Converting units	Ratio Algebra Decimals	Fractions, decimals, and percentages Area, perimeter, and volume Statistics	Shape Positions and direction	Themed projects, consolidation and problem solving