WILBURY MATHS CURRICULUM OVERVIEW – SPRING 2023

	Sp	ring 1		Spring 2			
TWOs	Counting in everyday contexts and during play – steps, food, construction etc. Number songs and rhymes (regular), finger rhymes e.g. 2 Little Dickie Birds Maths in everyday provision – sand, water, home corner etc.						
Outcomes	Show 'counting like' behaviour e.g. pointing to objects and saying sounds Say some number names Join in with finger rhymes with numbers						
Nursery	Numbers to 3 Accurate counting with one to one correspondence Subitising Numeral recognition & matching to amounts 1 to 3 Discuss mathematical ideas during play – e.g. home corner, construction, snack table Number songs and rhymes (finger numbers)						
Outcomes	Count 3 objects accurately with one to one correspondance Begin to recognise 3 objects without counting (subitise) Begin to recite numbers beyond 5 Recognise numerals 1 to 3. Match numerals to amounts to 3 Solve real life problems with amounts up to 3 Begin to show finger numbers to 5 in the context of number songs and rhymes Automaticity: recite number names to 5 in order						
Reception	Introducing zero. Comparing numbers to 5 Composition of 4 and 5 Number bonds to 5	ducing zero. 6, 7, 8 - composition and comparing paring numbers to 5 Combining 2 amounts position of 4 and 5 Making pairs iber bonds to 5 Number bonds to 5					
Outcomes	Count 10 objects accurately with one to one correspondance Have an understanding of numbers to 10 Subitise to 5 Recall number bonds to 10 with reference to counting aids, and begin to reall some automatically Compare 2 amouts up to 10 and say which is greater than/smaller than/the same Automaticity: recall some number bonds to 5						
Year 1	Place Value – Numbers to 20 (counting, comparing, ordering) Lobel 7, 17 and 19 on the number line.	Addition and Subtraction (within 20, number bonds, commutativity, counting on)	Place Value – Numbers to 50 (counting forwards and backwards within 50, using groups of 10, partitioning)	Length and Height (comparing language, measuring using non- standard measures and then cm)	Mass and Volume (first introduction to mass and volume: comparing, using balance scales to measure mass and volume using non- standard units)		
Outcomes	Children extend their counting to 20, securing teen numbers. They are able to compare and order numbers, count on from the bigger number and use bar models and number lines for support.	Children can add and subtract within 20, using number lines and frames to support. They recognise tens and count on from the bigger number to support efficiency. Automaticity: Children know the numbers bonds for numbers within 20	Children extend their counting to 50, securing tens numbers and using tens to support efficient counting. Children start to use cm to measure length. Children understand mass and volume, can compare using appropriate language and measure using non-standard units.				

Year 2	Money (count in pence and pounds, add pence within £1 and pounds within £100, count up in coins up to 20p, find coin totals, combine coins to make values) <u> </u>	Multiplication and Division (make the connection between repeated addition and multiplication, make and add equal groups, use arrays to make multiplication sentences for grouping and sharing, multiply and divide by 2, 5 and 10, double and halve)	Length and Height (measure using a ruler (cm) and metre stick (m), comparing, ordering, problem solving)	Mass, Capacity and Temperature (compare mass, volume and capacity, measure in grams and kg, millilitres and litres, problem solving, use degrees Celsius to measure temperature, read scales)
Outcomes	Children recognise the coins and notes that we use and can use pence and £ notation. They can find, add and compare amounts of money using coins and notes within 100.	Children start to know the x and ÷ facts for the 2, 5 and 10 x tables. Ch understand that x is the same as repeated addition and can use x sentences. Ch understand division as sharing and grouping equally. Automaticity: Children know the halves and doubles of numbers to 20 and the multiplication and division facts for the 2, 5 and 10 x tables	Children can measure length and height accurately in cm and m using rulers and draw given lengths in cm with a ruler. They can compare and order heights. They can use the four operations to solve problems involving length and height.	Children read scales to find mass, capacity and temperature. They can measure in standard units and use this to order and compare using appropriate language. They can use the four operations to solve problems involving mass and volume.
Year 3	Multiplication and Division (10 x table and larger multiples of 10, use known facts to x larger numbers, multiply 2-digit by 1-digit no exchange, divide a 2-digit by a 1-digit number) $\begin{array}{c} \hline \\ 2\\ \hline \\ 2\\ \hline \\ 2\\ \hline \\ 2\\ \hline \\ 27 \div 9 = _$ $27 \div 9 = _$ $27 \div 9 = _$ 14×10 19 × 10	Length and Perimeter (combine m and cm when measuring, use mm and combine cm and mm when measures, solve problems, use the key fact 1m = 100cm to add and subtract lengths, understand and find perimeter in cm) $\boxed{10203040}$	Fractions (extend knowledge of un fractions from year 2, compare and order unit and non-unit fractions, understand the numerator in non- unit fractions, they can recognise and make the whole from given fractions, apply fractions to scales and number lines and use to recognise equivalent fractions.)	it Mass and Capacity (Use and read scales with intervals of 2/4/5/10/100, combine kg and grams when measuring, use the key fact 1000g = 1kg and 1000ml = 1l, compare, add and subtract mass and volume, measure volume and capacity using litres and ml and combine I and ml when measuring.) 4 kg 105 g + 2 kg 300 g
Outcomes	Children use the ten times table to multiply larger multiples of ten. They use known facts to multiply larger numbers. They progress towards understanding the short multiplication formal method through using partitioning and visual representations. They understand the link between x and ÷	Children are able to use a range of measuring equipment to measure over a metre and write asm andcm. They measure in mm using a ruler and then measure using both: cm andmm. They know that 1m = 100cm. They understand the term perimeter and can measure perimeter in cm. Automaticity: Children know what perimeter is. Children know 1m = 100cm	Children build on year 2 knowledge o %,1/4 and 1/3 with other unit fractions and look at changing numerators for non-unit fractions. They can compare and order unit an non-unit fractions with the same denominator, they can state the whole in relation to fractions. They can use number lines to count in fractions and recognise equivalent fractions using number lines and bar models.	of Children can use and understand scales to read measurements in grams, kg They know that 1000g = 1kg and use it to find equivalent masses, linking to fraction knowledge (eg ½ kg = 500g). They know the difference between capacity and volume and can measure in litres and ml. Automaticity: Children know 1kg = 1000g and 1l = 1000ml



Outcomes	Children use the short multiplication method to extend their number range. They can use the long multiplication method to multiply up to 4 digits by 2 digits. They can use short division in the bus stop method to divide up to 4 digits by 1 digit, including with remainders. Use multiplication and division skills to solve problems. They can identify and use factors to support efficient mental division. Automaticity: Children know the multiplication and division facts up to 12 x 12.	Children can multiply fractions by integers and mixed numbers. They can calculate unit and non-unit fractions of amounts and find the whole when a fraction amount is given.	Children can identify tenths, hundredths and thousandths in numbers and on a place value chart. They can give fraction and decimal equivalents for these values. They can order and compare decimals with up to 3dp. They can use place value and previous rounding knowledge to round decimals to the nearest whole number and nearest tenth. Children understand the term 'per cent' and can find equivalent percentages/ fractions and decimals. Automaticity: Children know the equivalences of decimals/ fractions and %: 10% = 1/10 = 0.1 50% = % = 0.5 20% = 1/5 = 0.2 25% = % = 0.25 75% = % = 0.75	Children can explain what perimeter is and are able to find it in rectilinear shapes by measuring and calculating, including finding missing sides. They can say the length of a side of a square from the given perimeter. They can explain what area is and use cm squared. They can calculate area of rectangles and compound shapes. They can use grids to estimate the area of irregular shapes. Automaticity: Children know that area of rectangles = length x height
Year 6	Multiplication and Division (Revision of previous learning, short division with remainders as decimals, use formal written method of long division to divide up to 4- digit numbers by 2-digits) Order of Operations (Use the order of operations rules to carry out calculations involving the four operations) Solve multi-step problems in contexts, deciding which operations and methods to use.	Fractions (Revision of previous learning, use common factors to simplify fractions, use common multiples to add and subtract fractions, compare and order fractions with different denominators, divide proper fractions by whole numbers)	Place Value and Decimal Numbers (Revision of previous learning, identify the value of each digit in numbers given to three decimal places, multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places, add and multiply decimal numbers)	Shape (Revision of previous learning, recognise that shapes with the same areas can have different perimeters, calculate the area of parallelograms and triangles, measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres, identify perimeter of shapes on grids, involving half squares)
Outcomes	Children further secure and develop their calculation skills using written methods for short and long division. They can use the BIDMAS rules to solve calculations. They can apply all their calculation skills to solving multi-step problems.	Children further secure and develop their fraction knowledge. They use factors and multiples to find common and lowest common denominators in order to simplify fractions. They use these skills to order and compare fractions. They can divide fractions including by whole numbers.	Children further secure and develop their understanding of decimal numbers up to three decimal places. They can multiply and divide numbers by 10, 100, 1000 using decimals as needed. They can add and multiply decimal numbers.	Children further secure and develop their understanding of 2D shape perimeter and area. They can investigate and recognise that shapes with the same perimeter can have different areas. They can find the perimeters and areas of parallelograms and triangles.



