

Holy Trinity Catholic Primary School  
Mathematics Curriculum Overview  
*Nursery*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	<i>Baseline on entry to Nursery</i>											
	Nursery rhymes with a number focus		Pattern			Subitising			Shape including spatial awareness		Measures	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	<i>Baseline on entry to Nursery</i>											
	Nursery rhymes with a number focus		Pattern			Subitising 1 and 2			Shape including spatial awareness		Measures	
<b>Autumn</b>	P: Joins in with and predicts what comes next in a story or rhyme		P: Beginning to arrange items in their own patterns, e.g. lining up toys – <i>size/object e.g car, dinosaur or red car, blue car, etc. Linked to interests of child.</i>			Beginning to notice and use vocabulary related to different sizes, shapes, colour and texture. <i>Within sets of up to 2 objects.</i>			S: Enjoys using blocks to create their own simple structures and arrangements. <i>Talk about the structure they have created.</i>		Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram. <i>Vocabulary is key here – explicit modelling of the key terms and children to mirror this in their talk.</i>	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	<i>Baseline on entry to Nursery</i>											
	Nursery rhymes with a number focus		Pattern			Subitising 1 to 3			Shape including spatial awareness		Measures	
<b>Spring</b>	P: Joins in and anticipates repeated sound and action patterns		P: Joins in and anticipates repeated sound and action patterns – <i>pattern through sound and body part activities e.g. tapping, clapping, stapping</i>			Begins to recognise 1-3 subitising images without counting.			S: Recognises that two objects have the same shape. <i>Looking at shapes in the environment, e.g. tiles, cars, shelters, clocks, etc. Looking at features and comparing.</i>		Explores differences in size, length, weight and capacity. <i>Linked to own interests.</i>	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	<i>Baseline on entry to Nursery</i>											
	Nursery rhymes with a number focus		Pattern			Subitising 1 to 5			Shape including spatial awareness		Measures	
<b>Summer</b>	P: Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.		P: Explores and adds to simple linear patterns of two repeating items, e.g. stick, leaf (AB). <i>Two repeating objects, e.g. big/small. To include beyond colour for size, shape. Children must talk about the pattern.</i>			Can separate a group of up to five objects in different ways and talk about what I see.			S: Chooses items based on their shape which are appropriate for the purpose. <i>Build on previous learning regarding features. E.g. if making a car the wheels will be round, house with square windows. Visual awareness rather than name of shape. Children discuss why they have chosen the shape.</i>		In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.	

Holy Trinity Catholic Primary School  
Mathematics Curriculum Overview  
Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Autumn</b>	<i>Baseline on entry to Reception</i>												
	<b>Pattern</b>	<b>Cardinality and Counting</b>		<b>Comparison</b>			<b>Composition</b>		<b>Measures</b>		<b>Shape and space</b>		
	P: Explores and adds to simple linear patterns of two repeating items, e.g. stick, leaf (AB). <i>Two repeating objects, e.g. big/small. To include beyond colour for size, shape. Children must talk about the pattern.</i>	Begins to recognise 1-3 subitising images without counting.  Counts verbally, 1-5 with confidence.		Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i>			Beginning to recognise that each counting number is one more than the one before		In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.		S: Chooses items based on their shape which are appropriate for the purpose. <i>Build on previous learning regarding features. E.g. if making a car the wheels will be round, house with square windows. Visual awareness rather than name of shape. Children discuss why they have chosen the shape.</i>		
	<b>Mastering Number</b>												
	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. <b>Pupils will:</b> <ul style="list-style-type: none"> <li>identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>spot smaller numbers 'hiding' inside larger numbers</li> <li>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>												
<b>Spring</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
	<i>Baseline on entry to Reception</i>												
	<b>Pattern</b>	<b>Cardinality and Counting</b>		<b>Comparison</b>			<b>Composition</b>		<b>Measures</b>		<b>Shape and space</b>		
	Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.	Engages in subitising numbers one to five. Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10)		Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality)			Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size		Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to 10		Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Is increasingly able to order and sequence events using everyday language related to time		Uses informal language and analogies, (e.g. <i>heart-shaped</i> and <i>hand-shaped leaves</i> ), as well as mathematical terms to describe shapes. <b>Names: Circle, square/rectangle, triangle.</b> <b>Features: straight, curved, sides, flat.</b>
<b>Mastering Number</b>													
	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. <b>Pupils will:</b> <ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> </ul> join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Summer</b>	<i>Baseline on entry to Reception</i>											
	<b>Number</b>			<b>Numerical Patterns</b>			<b>Revisit concepts as necessary for the cohort</b>					
	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; <b>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.</b>			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; <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b>								
	<b>Mastering Number</b>											
Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. <b>Pupils will:</b> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> </ul> <div style="text-align: right;">develop conceptual subitising skills including when using a rekenrek</div>												

# Holy Trinity Catholic Primary School

## Mathematics Curriculum Overview

### *Year One*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>Unit 1 – Previous Reception experiences and counting within 100</b>							<b>Unit 2 – Comparison of quantities and part-whole relationships</b>			<b>Unit 3 – Numbers 0 – 5</b>	
	EYFS Cardinality and Counting		EYFS Comparison		EYFS Composition		NCETM 1.9 and NPV-1	1.1 Comparison of quantities and measures	1.2 Introducing 'whole' and 'parts': part-part-whole		1.3 Composition of numbers: 0-5	
	<b>Mastering Number</b>											
	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. <b>Pupils will:</b> <ul style="list-style-type: none"> <li>• subitise within 5, including when using a rekenrek, and re-cap the composition of 5</li> <li>• develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</li> <li>• compare numbers within 10 and use precise mathematical language when doing so</li> <li>• re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</li> <li>• explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)</li> <li>• explore the structure of the odd numbers as being composed of 2s and 1 more</li> <li>• explore the composition of each of the numbers 6, 8, and 10</li> <li>• explore number tracks and number lines and identify the differences between them</li> </ul> This term will build and consolidate the Early Learning Goals and support the teaching and consolidation of the following RtP criteria: <ul style="list-style-type: none"> <li>• 1AS-1</li> <li>• 1NF-1</li> <li>• 1NPV-2</li> </ul>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<b>Unit 4 – Recognise, Compose, Decompose and Manipulate 2D and 3D Shapes</b>			<b>Unit 5 – Numbers 0 to 10</b>			<b>Unit 6 – Additive Structures</b>				<b>Unit 7 – Addition and Subtraction facts within 10</b>	
	Ready-to-progress: Geometry 1G-2 Compose 2D and 3D shapes from smaller shapes		Ready-to-progress: Geometry 1G-1 Recognise common 2D and 3D shapes		1.4 Composition of numbers: 6 to 10		1.5 Additive structures: introduction to aggregation and partitioning		1.6 Additive structures: introduction to augmentation and reduction		1.7 Addition and subtraction: strategies within 10	
	<b>Mastering Number</b>											
	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). <b>Pupils will:</b> <ul style="list-style-type: none"> <li>• explore the composition of each of the numbers 7 and 9</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure</li> </ul> This term will particularly support the teaching and consolidation of the following RtP criteria: <ul style="list-style-type: none"> <li>• 1AS-1</li> <li>• 1NF-1</li> </ul>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Summer</b>	<b>Unit 8 – Numbers 0 to 20</b>				<b>Unit 9 – Unitising and coin recognition</b>					<b>Unit 10 – Position and Direction</b>	<b>Unit 11 – Time</b>	
	1:10 Composition of numbers: 11-19			Ready-to-progress Number	2.1 Counting, unitising and coins					National Curriculum Objectives	National Curriculum Objectives	
	<b>Mastering Number</b>											
<p>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’).</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• explore the composition of the numbers 11 to 19 as ‘10 and a bit’ and compare numbers within 20</li> <li>• 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</li> <li>• compare numbers within 20</li> <li>• understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)</li> <li>• practise retrieving previously taught facts and reason about these</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 1AS-2</li> <li>• 1NF-1</li> <li>• 1NPV-2</li> </ul>												

**Holy Trinity Catholic Primary School**  
**Mathematics Curriculum Overview**  
*Year Two*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>Unit 1 – Numbers 10 – 100</b>				<b>Unit 2 – Calculations within 20</b>			<b>Unit 3 – Fluently +/- within 10</b>	<b>Unit 4 – Addition and Subtraction of 2-digit numbers (1)</b>		<b>Unit 5 – Introduction to Multiplication</b>	
	1.8 Composition of numbers: multiples of 10 up to 100		1.9 Composition of numbers: 20–100		1.11 Addition & subtraction: bridging 10		1.12 Subtraction as difference	1.7 Addition and subtraction: strategies within 10	1.13 Addition & subtraction: two-digit and single-digit numbers	1.14 Addition & subtraction: two-digit numbers and multiples of ten	2.2 Structures: multiplication & subtraction representing equal groups	
	<b>Mastering Number</b>											
	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>review the composition of the numbers 6 to 9 as '5 and a bit'</li> <li>compare numbers using the language of comparison and use the symbols <math>&lt;</math> <math>&gt;</math> <math>=</math></li> <li>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</li> <li>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</li> <li>consolidate their understanding of the numbers 10 and 20 as '10 and a bit'</li> <li>consolidate their understanding of the linear number system to 20 and reason about midpoints</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>1NPV-2</li> <li>2NF-1</li> </ul>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<b>Unit 5 – Introduction to Multiplication</b>					<b>Unit 6 – Introduction to Division Structures</b>		<b>Unit 7 – Shape</b>		<b>Unit 8 – Addition and Subtraction of 2-digit numbers (2)</b>		
	2.3 Times tables: groups of 2 and commutativity (part 1)	2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1		2.5 Commutativity (part 2), doubling and halving		2.6 Structures: quotitive and partitive division		Ready-to-progress: Geometry 1G-1 Describe and compare 2D and 3D shapes		1.15 Addition: two-digit and two-digit numbers	1.16 Subtraction: two-digit and two-digit numbers	
	<b>Mastering Number</b>											
	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure</li> <li>use doubles to calculate near doubles</li> <li>use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10</li> <li>use known number bonds within 10 to calculate within 20, working within the 10-boundary</li> <li>use their knowledge of bonds of 10 to find three addends that sum to 10</li> <li>use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary</li> <li>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</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>2NPV-2</li> <li>2NF-1</li> <li>2AS-1</li> </ul>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	<b>Unit 8 – Continued</b>	<b>Unit 9 – Money</b>	<b>Unit 10 – Fractions</b>		<b>Unit 11 – Time</b>	SATs Week	<b>Unit 12 – Position &amp; Direction</b>	<b>Unit 13 – Multiplication &amp; Division – doubling, halving, quotitive and partitive division</b>			<b>Unit 14 – Sense of measure – capacity, volume, mass</b>	
	1.16 Subtraction: two-digit and two-digit numbers	National Curriculum Objectives	3.0 Guidance on the teaching of fractions in Key Stage 1		National Curriculum Objectives		National Curriculum Objectives	2.5 Commutativity (part 2), doubling and halving	2.6 Structures: quotitive and partitive division	National Curriculum Objectives		
<b>Summer</b>	<b>Mastering Number</b>											
	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:											
	<ul style="list-style-type: none"> <li>• continue to explore a range of strategies to subtract across the 10-boundary</li> <li>• 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</li> <li>• practise previously explored strategies to support their reasoning about inequalities and equations</li> <li>• review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles</li> <li>• consolidate previously taught facts and strategies through continued, varied practice</li> </ul>											
	This term will particularly support the teaching and consolidation of the following RtP criteria:											
	<ul style="list-style-type: none"> <li>• 2NF-1</li> <li>• 2AS-1</li> <li>• 2AS-2</li> </ul>											
	<b>Times Table Focus</b>											
							2 x table					

Holy Trinity Catholic Primary School  
Mathematics Curriculum Overview  
Year Three

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>Unit 1 – Adding and subtracting across 10</b>		<b>Unit 2 – Numbers to 1,000</b>									
	1.11 Addition & subtraction: bridging 10		1.17 Composition and calculation: 100 and bridging 100					1.18 Composition and calculation: three-digit numbers				
	<b>Times Table Focus</b>											
	10 x table					5 x table				2 x table		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<b>Unit 3 – Right Angles</b>		<b>Unit 4 – Manipulating the additive relationship and securing mental calculation</b>			<b>Unit 5 – Column Addition</b>		<b>Unit 6 – 2, 4, 8 times tables</b>			<b>Unit 7 – Column Subtraction</b>	
	Ready-to-progress Geometry		1.19 Securing Mental Strategies: calculation up to 999			Ready-to-progress Addition and Subtraction	1.20 Algorithms: Column Addition		2.7 Times tables: 2, 4 and 8 and the relationship between them			1.21 Algorithms: Column Subtraction
	<b>Times Table Focus</b>											
	4 x table						8 x table					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Summer</b>	<b>Unit 8 – Unit fractions</b>					<b>Unit 9 – Non-unit fractions</b>				<b>Unit 10 – Parallel and perpendicular sides in polygons</b>		<b>Unit 11 – Time</b>
	3.1 Preparing for fractions: the part whole relationship		3.2 Unit fractions: identifying, representing and comparing			3.3 Non-unit fractions: identifying, representing and comparing		3.4 Adding and subtracting within one whole		Ready-to-progress Geometry		National Curriculum Objectives
	<b>Times Table Focus</b>											
	3 x table						6 x table					



# Holy Trinity Catholic Primary School

## Mathematics Curriculum Overview

### Year Four

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>Unit 1 – Review of column addition and subtraction</b>			<b>Unit 2 – Numbers to 10,000</b>				<b>Unit 3 – Perimeter</b>		<b>Unit 4 – 3, 6, 9 times tables</b>		
	1.20 Algorithms: column addition		1.21 Algorithm column subtraction	1.22 Composition and calculation: 1,000 and four-digit numbers				2.16 Multiplicative contexts: area and perimeter 1		2.16 Multiplicative contexts: area and perimeter 1		
	<b>Times Table Focus</b>											
	9x table						7x table					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<b>Unit 4 – 3, 6, 9 times tables</b>		<b>Unit 5 – 7 times table and patterns</b>		<b>Unit 6 – Understanding and manipulating multiplicative relationships</b>				<b>Unit 7 – Coordinates</b>			
	2.16 Multiplicative contexts: area and perimeter 1		2.9 Times Tables: 7 and patterns within/across times tables		2.10 Connecting multiplication and division, and the distributive law			2.13 Calculation: multiplying and dividing by 10 and 100		Ready-to-progress Geometry		
	<b>Times Table Focus</b>											
	11x table						12x table					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Summer</b>	<b>Unit 8 – Review of fractions</b>	<b>Unit 9 – Fractions greater than 1</b>				<b>Unit 10 – Symmetry in 2D shapes</b>		<b>Unit 11 – Time</b>		<b>Unit 12 – Division with remainders</b>		
	3.1 Preparing for fractions: the part whole relationship	3.5 Working across one whole: improper fractions and mixed numbers				Ready-to-progress Geometry		NC objectives		2.12 Division with remainders		
	<b>Times Table Focus</b>											
	6x table						4x table					

# Holy Trinity Catholic Primary School

## Mathematics Curriculum Overview

### Year Five

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>Unit 1 – Decimal Fractions</b>					<b>Unit 1 – Money</b>		<b>Unit 3 – Negative Numbers</b>		<b>Unit 4 – Short Multiplication and Short Division</b>		
	1.23 Composition and calculation: tenths		1.24 Composition and calculation: hundredths and thousandths			1.25 Addition and subtraction: money		1.27 Negative numbers: counting, comparing and calculating		2.14 Multiplication partitioning leading to short multiplication		
	<b>Times Table Focus</b>											
	12x table						11x table					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<b>Unit 4 – Short Multiplication and Short Division</b>			<b>Unit 5 – Area and Scaling</b>				<b>Unit 6 – Calculating with decimal fractions</b>			<b>Unit 7 – Factors, multiples and primes</b>	
	2.14 Multiplication partitioning leading to short multiplication	2.15 Division: partitioning leading to short division		2.16 Multiplicative contexts: area and perimeter 1		2.17 Structures: using measures and comparison to understand scaling		2.29 Decimal place value knowledge, multiplication and division		2.19 Calculation: $\times/\div$ decimal fractions by whole numbers		2.20 Multiplication with three factors and volume
	<b>Times Table Focus</b>											
	7x table						6x table					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Summer</b>	<b>Unit 7 – Factors, multiples and primes</b>			<b>Unit 8 – Fractions</b>				<b>Unit 9 – Converting units</b>			<b>Unit 10 – Angles</b>	
	2.20 Multiplication with three factors and volume	2.21 Factors, multiples, prime numbers and composite numbers		3.6 Multiplying whole numbers and fractions		3.7 Finding equivalent fractions and simplifying fractions	3.10 Linking fractions, decimals and percentages	Ready-to-progress Number and Place Value		Ready-to-progress Geometry		
	<b>Times Table Focus</b>											
	9x table						8x table					

# Holy Trinity Catholic Primary School

## Mathematics Curriculum Overview

### Year Six

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Autumn</b>	<b>Unit 1 – Calculating using knowledge of structures (1)</b>				<b>Unit 2 – Multiples of 1,000</b>		<b>Unit 3 – Numbers up to 10,000,000</b>				<b>Unit 4 – Draw, compose and decompose shapes</b>		
	1.28 Common structures and the part-part-whole relationship	1.29 Using equivalence and the compensation category to calculate			1.26 Multiples of 1,000 up to 1,000,000		1.30 Numbers up to 10,000,000				2.30 Multiplicative contexts: area and perimeter 2		
	<b>Times Table Focus</b>												
	3x table 6x table						4x table 8x table						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Spring</b>	<b>Unit 5 – Multiplication and division</b>						<b>Unit 7 – Fractions and percentages</b>					<b>Unit 9 – Ratio and proportion</b>	
	2.18 Using equivalence to calculate	2.23 Multiplication strategies for larger numbers and long multiplication		2.24 Division: dividing by two-digit numbers		2.25 Using compensation to calculate	3.7 Finding equivalent fractions and simplifying fractions	3.8 Common denominator: more adding and subtracting	3.9 Multiplying fractions and dividing fractions by a whole number	3.10 Linking fractions, decimals and percentages		2.27 Scale factors, ratio and proportional reasoning	
	<b>Times Table Focus</b>												
	3x table 6x table						4x table 8x table						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Summer</b>	<b>Unit 9 – Ratio and proportion</b>	<b>Unit 12 – Order of operations</b>	SATs Week	<b>Unit 11 – Solving problems with two unknowns</b>		<b>Unit 10 – Calculating using knowledge of structures (2)</b>	<b>Unit 13 – Mean average</b>	<b>Unit 8 – Statistics</b>	<b>Unit 6 – Area, perimeter, position and direction</b>		<b>Transition Units for Year 6 – Year 7</b>		
	2.27 Scale factors, ratio and proportional reasoning (2 <sup>nd</sup> week)	2.22 Combining multiplication with addition and subtraction	2.28 Combining division with addition and subtraction	1.31 Problems with two unknowns		1.29 Using equivalence and the compensation property to calculate	2.26 Mean average and equal shares	NC objectives	2.30 Multiplicative contexts: area and perimeter 2				
	<b>Times Table Focus</b>												
	9x table						Square and cubed numbers						