

MATHS AT MALMESBURY PARK PRIMARY SCHOOL

CURRICULUM OVERVIEW MATHS					
EYFS	<p>MATHS in the EYFS</p> <p>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.</p> <p>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 develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, 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.</p>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">NURSERY</th> <th style="width: 50%;">RECEPTION</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. Say one number for each item in order: 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’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. </td> </tr> </tbody> </table>	NURSERY	RECEPTION	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). 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	AUTUMN	SPRING	SUMMER
N	More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names Begin to order number names I see 1,2,3 Join in with repeats Explore position and space	Show me 1,2,3 Move and label 1,2,3 Explore positions and routes Explore own first patterns Take and give 1,2,3 Match, talk, push and pull Talk about dots Compare and sort collections Lead on own repeats	Start to puzzle Making patterns together Show me 5 My own pattern Stop at 1,2,3,4,5 Match, sort, compare
R	Match, sort, compare Talk about measure and patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections
Y1	Place value (within 10) Addition and subtraction (within 10) 2D and 3D Shape	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
Y2	Place value Addition and subtraction Shape	Money Multiplication and division Length and height Mass, capacity and temperature	Fractions Time Statistics Position and direction
Y3	Place value Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter Fractions Mass and capacity	Fractions Money Time Shapes Statistics
Y4	Place value Addition and subtraction Area Multiplication and division	Multiplication and division Length and perimeter Fractions Decimals	Decimals Money Time Shape Statistics Position and direction
Y5	Place value Addition and subtraction Multiplication and division Fractions	Multiplication and division Fractions Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals Negative numbers Converting units Volume
Y6	Place value Addition, subtraction, multiplication and division Fractions Converting units	Ratio Algebra Decimals Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and direction Problem solving