

## Yearly overview 2022-2023

	Term1	Term 2	Term 3	Term 4	Term 5 NCTs	Term 6
<b>Nursery</b>	Sing number rhymes Count in everyday play Build with blocks Notice patterns		Compare amounts lots / more Subitise to 3 Link numeral to amount to 5 Finger numbers to 5 Explore 2d shapes See BBO Maths Mastery of Number		Subitise to 3 Link numeral to amount to 5 Select shapes to build Positional words Size, length, capacity Pattern See BBO Maths Mastery of Number	
<b>BBO</b>	Perceptually subitise within 3 Create patterns within 4	Subitise within 5 Explore cardinality of 5 (begin to recognise numerals) Concept of wholes and parts Compare sets	Continue to explore patterns within 5/some >5 Composition of 5 Small group + 1 more Verbal counting to 20/order numbers Object counting skills Compare sets	Explore symmetrical patterns – doubles Odd/even numbers Cardinality of numbers within 10 Counting pattern beyond 20 Compare numbers: which is more	Subitising patterns inc. 1 more, doubles patterns Subitising with different arrangements Verbal counting to 20 or more from different starting points Explore the composition of 10 Order sets of objects	Consolidate understanding of year's concepts
<b>Reception</b>	T1 – baselining Numbers 1-5 Cardinality, counting and 1:1 correspondence Subitising & finger counting Comparison and composition comparing size, shape and pattern See BBO Maths Mastery of Number		Numbers 6-10 Cardinality, counting and 1:1 correspondence Subitising & finger counting Comparison & composition, doubling Measuring, describe a familiar route See BBO Maths Mastery of Number		Numbers to 10 and beyond Cardinality and counting Comparison & composition Calculation & Patterning Odd and even and doubling Develop recall of facts See BBO Maths Mastery of Number	

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<b>BBO mastery</b>	Revisit subitising within 5 Practise conceptual subitising of 5-10 Explore linear system within 10 Composition of numbers within 10 Composition of odd/even numbers	Continue to practise conceptually subitising numbers already composed Review linear system to 10 Composition of 7-9 in depth Find pairs that sum to 10 Review comparing	Continue to practise conceptually subitising numbers already composed Recall of number bonds within 10 Review composition of numbers within 10 (part-part-whole, missing parts for numbers) Use the inequality symbol to create expressions Recall of number bonds within 10	Continue to practise conceptually subitising numbers already composed Review linear system to 10 on number lines. Find mid-points Review composition of odd/even numbers Explore composition of numbers 11-20 Recall of bonds within 10	Continue to practise conceptually subitising numbers already composed Explore representations within 20 Review linear system to 20 on number lines. Find mid-points Compare numbers within 20 using +,<,>= +,<,>=	Continue to practise conceptually subitising numbers already composed, rekenrek Apply knowledge of composition to calculations within 10 & 20 Use the inequality symbol Continue to practise additive facts within 20

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Year 1	Place value: numbers to 20 Teens numbers – unpick understanding Shape and space <b>DFE MG 1G-1</b> Consolidation of previous learning <b>NCETM 1.1 comparison of quantities &amp; measures</b> <b>NCETM 1.2 introducing whole and parts: part-part-whole</b> <b>NCETM 1.3 composition of numbers 0-5</b> <b>NCETM 1.4 composition of numbers 6-10</b>		Additive structures Addition and subtraction facts within 10 <b>NCETM 1.5 additive structures intro to aggregation &amp; portioning</b> <b>NCETM 1.6 Additive structures intro to augmentation &amp; reduction</b> <b>NCETM 1.7 add and subtract strategies within 10</b>	Multiples of 10 <b>NCETM 1.8 composition of numbers multiples of 10 up to 100</b> Numbers beyond 20 <b>NCETM 1.9 composition of numbers 20-100</b> <b>NCETM 1.10 composition of numbers 11-19</b> Reason about the location of numbers in linear numbers system	Unitising and coin recognition <b>NCETM 2.1 counting unitising &amp; coins</b>	Position and direction <b>DFE MG 1G-2</b> Time
	BBO mastery	Conceptual subitising & composition of numbers within 10 Compare number tracks & number lines. Use mid-points to find other numbers Composition of numbers 6,7,8,9 in depth Odd & even numbers Link composition of numbers to related additive facts	Continue to practise conceptually subitising numbers already composed Review linear system as comparing numbers Continue to explore composition of numbers 7-9 Use inequality symbols to create expressions Additive facts for numbers within 10	Review composition of 11-19 as 10 and a bit Practise conceptually subitising inc 11-19 Focus on number bonds within 10 using part-part-whole Apply knowledge to facts involving 3 addends; calculations in which 10 is a part	Continue to practise conceptually subitising numbers 11-19 Revisit structure of linear number system within 20, using midpoints of 5, 10, 15 Composition of odd & even numbers linking to doubles/near doubles Compare numbers within 20 including symbols <, >, +, = Calculations involving 1 more 1 less	Revisit previous activities which develop subitising skills Review number system to 100, applying knowledge of midpoints to put numbers of a structured number line Reason about equalities & inequalities Range of strategies involving calculations within 20 Reason about sums & differences

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<b>Year 2</b>	<p><b>Place value: numbers within 100</b>  <b>Teens numbers – unpick understanding</b>  <b>Shape and space</b>  <b>DFE MG 2G-1</b>  <b>Consolidation of previous learning</b></p>		<p><b>Position &amp; direction</b>  <b>Adding subtracting 3 1-digit numbers</b>  <b>Bridging 10</b>  <b>NCETM 1.11 addition &amp; subtraction bridging 10</b>  <b>NCETM 1.12 subtractions as difference</b>  <b>NCETM 1.13 + and – 2 digit and single digit numbers</b>  <b>Add &amp; subtract 2-digit numbers</b></p>	<p><b>Add &amp; subtract 2-digit numbers</b>  <b>NCETM 1.14 + and – 2 digit numbers and multiples of 10</b>  <b>NCETM 1.15 + 2 digit and 2 digit numbers</b>  <b>Applying number sense: Money and measures</b>  <b>NCETM 1.16 subtraction: 2 digit &amp; 2 digit numbers</b>  <b>Shape</b>  <b>Multiplication</b>  <b>NCETM 2.2 structures multiplication representing equal groups</b>  <b>NCETM 2.3 times tables groups of 2 &amp; commutativity</b>  <b>NCETM 2.4 Times tables groups of 10 and 5, factors of 0 or 1</b></p>	<p><b>Doubling/halving</b>  <b>NCETM 2.5 commutativity doubling &amp; halving</b>  <b>Quotative &amp; partitive division</b> <b>Simple links to times tables facts</b>  <b>NCETM 2.6 structures quotative &amp; partitive division</b>  <b>Fractions</b>  <b>NCETM 3.0 guidance on teaching fractions in KS1</b></p>	<p><b>Division continued</b>  <b>Measures: capacity, time</b></p>
<b>BBO mastery</b>	<p>Conceptual subitising &amp; composition of numbers within 10            Compare number tracks &amp; number lines.            Use mid-points to find other numbers            Composition of numbers 6,7,8,9 in depth Odd &amp; even numbers            Link composition of numbers to related additive facts</p>	<p>Continue to practise conceptually subitising numbers already composed            Review linear system as comparing numbers            Continue to explore composition of numbers 7-9            Use inequality symbols to create expressions            Additive facts for numbers within 10</p>	<p>Review composition of 11-19 as 10 and a bit            Practise conceptually subitising inc 11-19            Focus on number bonds within 10 using part-part-whole            Apply knowledge to facts involving 3 addends; calculations in which 10 is a part</p>	<p>Continue to practise conceptually subitising numbers 11-19            Revisit structure of linear number system within 20, using midpoints of 5, 10, 15            Composition of odd &amp; even numbers linking to doubles/near doubles            Compare numbers within 20 including symbols &lt;, &gt;, +, =            Calculations involving 1 more 1 less</p>	<p>Revisit previous activities which develop subitising skills            Review number system to 100, applying knowledge of midpoints to put numbers of a structured number line            Reason about equalities &amp; inequalities            Range of strategies involving calculations within 20            Reason about sums &amp; differences</p>	<p>As term 5            Develop their fluency in additive relationships within 20            Revisit taught strategies</p>

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Year 3	<p><b>Counting past 100</b>                  NCETM 1.17 composition &amp; calculation 100 and bridging 100                  Place value: Tens and ones, numbers within 100                  Shape and space                  DFE MG 3G-1  <b>Consolidation of previous learning</b></p>	<p><b>Position &amp; direction</b>                  Place value: partitioning                  3-digit numbers <span style="color: red;">Link to T1 &amp; T2 place value</span>                  Adding &amp; subtracting within 100                  NCETM 1.18 composition &amp; calculation 3 digit numbers                  NCETM 1.19 securing mental strategies: calculation up to 999                  NCETM 1.20 algorithms column addition</p>	<p><b>Applying number sense:</b>                  Money and measures                  Add &amp; subtract 2-digit numbers revise 1.20                  NCETM 1.21 algorithms column subtraction                  Shape parallel and perpendicular                  DFE MG 3G-2  <b>Multiplication</b>                  NCETM 2.7 times tables 2,4,8 &amp; the relationship between them.                  2.8 times tables 3,6,9 and the relationship between them</p>	<p><b>Fractions</b>                  Doubling/halving                  Quotative &amp; partitive division <span style="color: red;">Simple links to times tables facts</span>                  NCETM 3.1 preparing for fractions: part-whole relationship                  3.2 unit fractions: id, represent &amp; compare                  3.3 non-unit fractions: id, represent &amp; compare                  3.4 + - within one whole</p>	<p><b>Division continued</b>                  NCETM 2.9 times tables 7 and patterns within/across times tables                  Measures: capacity, time</p>
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Mastering number fluency	Find 10, 100 more or less Compare/order numbers to 1000 ld, represent & estimate numbers using different representations Recognise the PV of 3 digit numbers	+ - numbers mentally including 3 digit + 1s, 10s, 100s + - numbers with up to 3 digits Estimate by rounding Count on in multiples of 4, 8, 50, 100 Recall tables facts for 3,4,8	Recall tables facts for 3, 6, 9, 4, 8, 12 Mental strategies for multiplying 2 dig x 1 dig	+ - numbers with up to 3 digits Recognise & use factor pairs & commutativity: other linked facts diagram	Estimate by rounding Missing number problems all operations (inverse operations) Scaling problems	Recognise the PV of numbers with 2dp Order & compare to 10,000 Tell & write time Know Roman numerals on a clockface
Year 4	<p><b>Number and place value</b>  <b>NCETM 1.22 composition &amp; calculation 1,000 and 4 digit numbers</b> (numbers to 10,000)  <b>NCETM 2.13 calculation X/ by 10 or 100</b>  <i>Begin to understand place value of 0.1 and 0.01</i>  <i>Read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts</i>  <i>Revisit &amp; consolidate calculation objectives from Y3</i></p> <p><b>Negative Numbers</b>  <b>Addition &amp; subtraction</b>  <b>NCETM 1.25 + - money</b></p>	<p><b>Addition &amp; subtraction</b>  Context of perimeter  <i>Revisit properties of shape objectives from Y3</i>  <b>Multiplication strategies</b>  <b>NCETM 2.10 connecting X and / and the distributive law</b>  <b>Times tables</b> all (3,4,8x)  <b>NCETM 2.11 X tables</b>  <b>NCETM 2.14</b>  <b>Multiplication: partitioning leading into short multiplication</b>  Context of area: counting in squares, find rows of...  <b>NCETM 2.16 multiplicative contexts area &amp; perimeter</b>  <i>Understand factors and multiples</i></p>	<p><b>Division strategies</b>  <b>NCETM 2.10 connecting X and / and the distributive law</b>  <b>NCETM 2.12 division with remainders</b>  Division with remainders  <b>NCETM 2.15 division leading to short division</b>  <i>Link to multiplication strategies: factors and divisors</i>  <b>Fractions</b> Link to multiplication strategies: factors and divisors  <b>NCETM 3.5 across one whole: improper fractions and mixed numbers</b>  <b>3.6 multiplying whole numbers and fractions</b>  <i>(revisit T1 reading scales; Revisit &amp; consolidate objectives from Y3)</i>  <b>Times tables</b></p>	<p><b>Decimal fractions</b>  Link to calculating with decimals (<i>revisit T1 place value</i>)  <b>NCETM 1.23 C&amp;C tenths</b>  <b>NCETM 1.24 C&amp;C hundredths &amp; thousandths</b>  <b>Times tables:</b> build on <i>place value</i> understanding to calculate e.g. 0.3 x 4  <b>Measures:</b> measuring and reading scales. Find fractions of...  <i>Revisit calculation strategies in the context of measures</i></p>	<p><b>Roman Numerals: into algebra</b>  <b>Properties of shape</b>  Angles symmetry  Position &amp; direction  <b>DFE MG 4G-1 4G-2</b>  <i>Revise area and perimeter: calculation strategies</i>  <b>NCETM 2.17 structures: using measures and comparison to understand scaling</b></p>	<p><b>Statistics</b>  <b>Time</b>  Applying calculation strategies: <b>Money, measures decimal number lines</b>  <i>Revisit calculation and fraction strategies in the context of measures</i></p> <p><b>NCETM: revise areas taught that need further consolidation</b></p>
Mastering number fluency	Order/compare beyond 1000 Find 1000 more or less Round to the nearest 10, 100, 1000 ld, represent & estimate numbers using different representations Recognise the PV of each digit in a 4 digit number Count backwards through 0 into negative numbers	+ - numbers with up to 4 digits Estimate by rounding Count on in multiples of 6, 7, 9, 25, 1000 Factor pairs and commutativity	Recall tables facts for all tables, linked division facts Mental strategies for multiplying 2 dig x 1 dig Place value: order / compare beyond 1000	+ - numbers with up to 4 digits Compare numbers with same number of decimal places up to 2dp Mental strategies for multiplying 2 dig x 1 dig	Estimate by rounding Missing number problems all operations (inverse operations) Scaling problems Read Roman numerals to 100 Place value – concept of zero	Compare numbers with different number of decimal places up to 2dp Order & compare numbers to 1,000,000

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<b>Year 5</b>	<p><b>Number and place value</b> (numbers to 1,000,000) <b>NCETM 1.26 composition &amp; calculation: multiples of 1000 up to 1 million</b> <b>Negative Numbers</b> <b>NCETM 1.27 negative numbers</b> Number and scaling problems: decimals and scales/number lines <b>NCETM 1.28 Common structures &amp; the part-part-whole relationship</b> <b>NCETM 1.29 using equivalence &amp; the compensation property to compensate</b> Revisit &amp; consolidate calculation objectives from Y4: focus on addition and subtractions</p>	<p><b>Multiplication strategies</b> <b>Times tables</b> all <b>NCETM 2.18</b> Using equivalence to calculate <b>2.19</b> calculation x/ decimal fractions by whole numbers <b>2.21</b> factors, multiples, prime numbers &amp; composite numbers Area, perimeter and volume <b>NCETM 2.20 multiplication with 3 factors &amp; volume</b> Revisit properties of shape objectives from Y4 <b>BIDMAS</b> Understand factors and multiples</p>	<p><b>Division</b> Link to multiplication strategies: factors and divisors <b>Decimal fractions</b> <b>NCETM 2.19</b> calculation x/ decimal fractions by whole numbers  <b>BIDMAS</b> <b>NCETM 2.22</b> combining X with + -</p>	<p><b>Revision of number operations:</b> word questions (reasoning paper) <b>Calculate with fractions</b> <b>NCETM 3.7</b> finding equivalent fractions, simplifying fractions <b>3.8</b> Common denomination: + - <b>Context of measures:</b> reading scales (revisit T1 reading scales; Revisit &amp; consolidate objectives from Y4)</p>	<p><b>Roman Numerals:</b> into algebra <b>Properties of shape</b> Angle properties (revise calculation x and ÷) Position &amp; direction Revise area and perimeter: calculation strategies <b>DFE MG 5G-1 5G-2</b></p>	<p><b>Statistics</b> <b>Time</b> reading timetables Applying calculation strategies: <b>Money, measures</b> decimals</p>
<b>Mastering number fluency</b>	<p>Calculate intervals across 0 (negative numbers in context) Order/compare to at least 1,000,000, determine value of each digit. Round to the nearest 10, 100, 1000 etc to 1,000,000 Round decimals to nearest whole number/tenth</p>	<p>+ - multi-step problems in context (Testbase). Mental &amp; written methods + - whole numbers with more than 4 digits (formal written methods) Factor pairs, common factors</p>	<p>Count forward/back in steps of powers of 10 Recall tables facts for all tables, linked division facts Multiply &amp; divide mentally, drawing on known facts</p>	<p>Recognise &amp; use thousandth, relate to tenths &amp; hundredths &amp; decimal equivalents Multiply / divide whole numbers &amp; decimals by 10, 100, 1000 Primes and squares/cubes</p>	<p>Estimate by rounding Missing number problems all operations (inverse operations) Scaling problems Read Roman numerals to 1000 Place value – concept of zero Multiply &amp; divide strategies – formal written methods</p>	<p>Multi-step problems in context all operations (Testbase). Id the value of decimals to 3dp Count forward/back in steps of powers of 10 Review areas of misconception</p>

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Year 6	<p><b>Number and place value</b> (numbers to 10,000,000) <b>NCETM 1.30 composition &amp; calculation numbers to 10 million</b> Revisit &amp; consolidate calculation objectives from Y5</p>	<p><b>Multiplication strategies</b> <b>Times tables</b> all <b>NCETM 2.23</b> Multiplication strategies for larger numbers &amp; long multiplication <b>NCETM 2.25</b> Using compensation to calculate Area, perimeter and volume <b>NCETM 2.30</b> multiplicative contexts area &amp; perimeter Revisit properties of shape objectives from Y4 <b>BIDMAS</b> Understand factors and multiples</p>	<p><b>Division</b> <b>NCETM 2.24</b> division dividing by 2 digit divisors <b>NCETM 2.25</b> Using compensation to calculate Link to multiplication strategies: factors and divisors <b>Ratio &amp; proportion</b> <b>NCETM 2.27</b> scale factors, ratio &amp; proportional reasoning <b>BIDMAS</b> <b>NCETM 2.28</b> combining division with addition &amp; subtraction <b>Decimal fractions</b> <b>NCETM 2.29</b> Decimal place-value knowledge, multiplications and division</p>	<p><b>Revision of number operations:</b> word questions (reasoning paper) <b>Calculate with fractions</b> <b>NCETM 3.9</b> multiplying fractions and dividing fractions by a whole number <b>NCETM 3.10</b> linking fractions, decimals &amp; percentages <b>Context of measures:</b> reading scales (revisit T1 reading scales; Revisit &amp; consolidate objectives from Y4)</p>	<p><b>Roman Numerals:</b> algebra <b>Properties of shape</b> Angle properties (revisit calculation x and ÷) Position &amp; direction Revisit area and perimeter: calculation strategies <b>DFE MG 6G-1</b></p>	<p><b>Statistics</b> <b>Time</b> reading timetables Applying calculation strategies: <b>Money, measures</b> decimals</p>
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