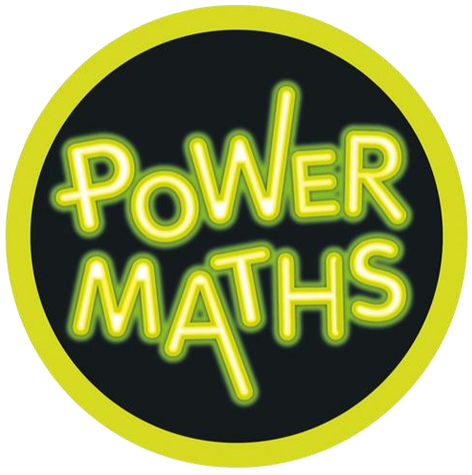
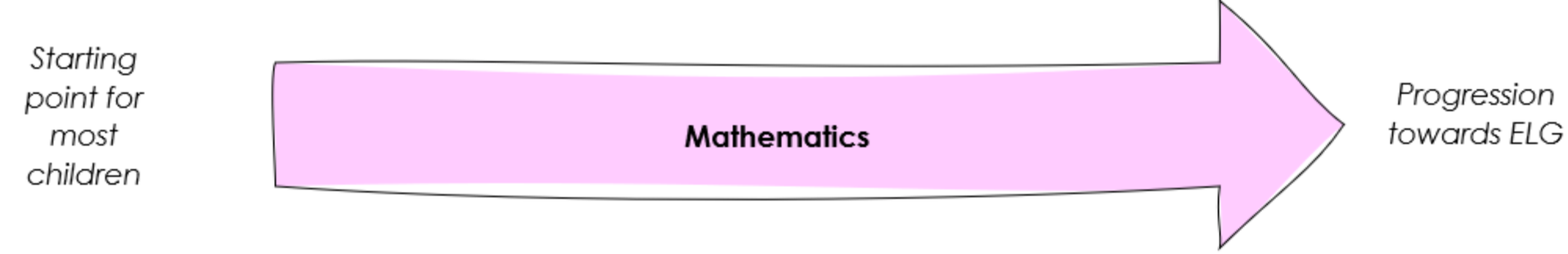
Maths at Newton Road School

Newton Road School

DREAM | BELIEVE | ACHIEVE

EYFS





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	**Early Learning Goal**
Number	N1: To know that 2 is made up of 1 and another 1. N1: To be able to recognise when a collection is composed of 3 or not 3. N2: To know how to subitise within 3. N2: To know how to represent quantities on their fingers in different ways.	N1: To be able to use a part whole model to explore composition of numbers to 5. N1: To investigate ways to compose and decompose sets of 2 and 3. N2: To be able to subitise to 4. N3: To be able to make collections of 5 in different ways.	N3: To know how to combine 2 groups to find the whole. N1: To investigate ways to compose and decompose sets of 4 and 5. N2: To be able to subitise to 5. N2: To be able to visualise and describe arrangements of 5 dots. N2: To be able to recognise die patterns to 6.	N3: To be able to recall number bonds to 10. N3: To know the different ways that 5 can be partitioned. N1: To know that 6 is made up of '5 and a bit more'. N1: To know that 7 is made up of '5 and 2 more'. N3: To be able to explore subtraction within 10.	N3: To recognise and explore doubling facts. N2: To know how to subitise arrangements of 6. N1: To know how to represent 8 as '5 and 3 more.' N1: To understand the composition of 7.	N2: To use conceptual subitising strategies to derive dice patterns to 8. N3: To use the language of doubles to describe dice patterns. N3: To be able to make double patterns on fingers. N1: To use fingers to show numbers to 8.	Children at the expected level of development will: N1: Have a deep understanding of number to 10, including the composition of each number. N2: Subitise (recognise quantities without counting) up to 5. N3: 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.

Starting point for most children

Mathematics

Progression towards ELG

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	**Early Learning Goal**
Numerical Patterns	**NP1:** To know how to count to 5. **NP1:** To be able to hear and join in with the counting sequence through using songs, sounds, actions and rhymes. **NP1:** To know that the last number in a count tells us how many. **NP2:** To know how to compare quantities of identical and non-identical objects.	**NP2:** To be able to find one more than a number. **NP2:** To be able to find one less than a number. **NP2:** To be able to compare two sets of objects and say which is more and which is fewer. **NP2:** To be able to say when there is an equal number. **NP3:** To be able to describe patterns within the number 4. **NP3:** To be able to make patterns of 4. **NP3:** To represent 5 on a die frame.	**NP1:** To know how to count to 10. **NP1:** To hear and join in with the counting sequence to 10. **NP3:** To use their fingers to represent quantities to 5 and to begin to represent quantities to 10 **NP2:** To know how to compare groups up to 10. **NP2:** To develop their understanding of equal amounts. **NP1:** To recognise numerals to 5.	**NP3:** To be able to recognise and order numerals to 5. **NP3:** To be able to match numerals to representations. **NP2:** Use more and fewer than to describe quantities.	**NP3:** To be able to add and subtract by counting on and counting back. **NP1:** To be able to count to 20. **NP3:** To recognise and explore doubling facts **NP2:** To be able to describe the 1 more / 1 less relationship of numbers to 10. **NP3:** Ordering quantities to 10.	**NP3:** To recognise and explore halving facts. **NP3:** To recognise and explore doubling facts	**Children at the expected level of development will:** **NP1:** Verbally count beyond 20, recognising the pattern of the counting system. **NP2:** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. **NP3:** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Autumn term

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 1	Numbers to 5	1	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Recognise the pattern of the counting system.
			2	Counting to 4	
			3	Counting to 5	
Number – number and place value	Unit 2	Comparing groups within 5	4	Comparing quantities of identical objects	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Subitise (recognise quantities without counting) up to 5.
			5	Comparing quantities of non-identical objects	
Geometry – properties of shape	Unit 3	Shape	6	3D shapes	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.*
			7	2D shapes	
Number – addition and subtraction	Unit 4	Change within 5	8	One more	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			9	One less	
Number – addition and subtraction	Unit 5	Number bonds within 5	10	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.
Geometry – properties of shape	Unit 6	Space	11	Spatial awareness	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning skills.*

Spring term

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 7	Numbers to 10	1	Counting to 6, 7 and 8	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system).
			2	Counting to 9 and 10	
Number – number and place value	Unit 8	Comparing numbers within 10	3	Comparing groups up to 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).
Number – addition and subtraction	Unit 9	Addition to 10	4	Combining 2 groups to find the whole	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Spring term continued

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 10	Measure	5	Length, height and distance	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			6	Weight	
Number – addition and subtraction	Unit 11	Number bonds to 10	7	Using a ten frame	Have a deep understanding,of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.
			8	The part-whole model to 10	
Number – addition and subtraction	Unit 12	Subtraction	9	Subtraction	Have a deep understanding of number to 10, including the composition of each number.
Geometry – properties of shape	Unit 13	Exploring patterns	10	Making simple patterns	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Continue, copy and create repeating patterns.*
			11	Exploring more complex patterns	

Summer term

Strand	Unit		Week	Week title	Early Learning Goal
Number – addition and subtraction	Unit 14	Counting on and counting back	1	Adding by counting on	Have a deep understanding of number to 10, including the composition of each number.
			2	Taking away by counting back	
Number – number and place value	Unit 15	Numbers to 20	3	Counting to and from 20	Verbally count beyond 20, recognising the pattern of the counting system.
Number – multiplication and division	Unit 16	Numerical patterns	4	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
			5	Halving and sharing	
			6	Odds and evens	
Geometry – properties of shape	Unit 17	Shape	7	Composing and decomposing shapes	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.*
Number – number and place value	Unit 18	Measure	8	Volume and capacity	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Number – addition and subtraction	Unit 19 (Optional)	Sorting	9	Sorting into 2 groups	*This unit is optional because sorting is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide an introduction to the concept of sorting, which will be useful in Year 1.*
Measurement	Unit 20 (Optional)	Time	10	My day	*This unit is optional because time is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide a useful introduction to time, which will be covered in Year 1.*

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value (Within 10)					Addition and Subtraction (within 10)					Place Value (within 20)	
Spring	Addition and Subtraction (within 20)					Place Value (within 50)				Place Value (within 100)		Multiplication and Division
Summer	Fractions			Length and Height		Mass and Volume		Money		Time	Shape	Position and Direction

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value					Addition and Subtraction				Shape		
Spring	Money					Multiplication and Division				Length and Height		Mass, Capacity and Temperature
Summer	Fractions					Time				Statistics		Position and Direction

Year 3/4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value and Decimals									Addition and Subtraction		
Spring	Multiplication and Division							Fractions				Area
Summer	Length and Perimeter		Money		Time		Statistics	Shape				Position and Direction

Year 5/6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value and Decimals			Addition and Subtraction and Decimals		Multiplication and Division and Decimals				Fractions		
Spring	Fractions	Fractions, Decimals and Percentages		Ratio		Algebra		Area, Perimeter and Volume		Converting Units	Statistics	
Summer	Shape			Position and Direction		Consolidation						