Beam County Primary School – Maths Curriculum Map 2024-25

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Comparison: More than, fewer than, same Shape, space and measure 1: Explore and build with objects and shapes Pattern 1: Explore repeats Counting 1: Hear and say number names Counting 2: Begin to order number names Subitising 1: I see 1,2 and 3	Pattern 2: Join in with repeats Shape, space and measure 2: explore position and space Subitising 2: Show me 1,2 and 3. Counting 3: Move and label 1, 2 and 3 Shape, space and measure 3: Explore position and route	Pattern 3: Explore patterns Counting: Take and give 1,2 and 3 Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots	Subitising 3: Talk about dots (continuation) Comparison 2: Compare and sort collections Pattern 4: Lead on repeats Shape, space and measure 5: Start to puzzle	Pattern 5: Making patten together Subitising 4: Make games and actions Counting 5: Show me 5	Pattern 6: My own pattern Counting 6: Stop at 1, 2, 3, 4 and 5 Comparison 3: Match, sort and compare

Beam County Primary School - Maths Curriculum Map 2024-25

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Match, sort and compare 1. Match objects 2. Match pictures and objects 3. Identify a set 4. Sort objects to a type 5. Exploring sorting techniques 6. Create sorting rules 7. Compare amounts **Talk about measures and patterns** 1. Compare size 2. Compare mass 3. Compare capacity 4. Explore simple patterns 5. Copy and continue simple patterns 6. Create simple patterns **Mastering Numbers: Subitising** Subitising within 3 1. Subitise 1 and 2 2. Subitise within 3 3. Represent quantities on fingers indifferent way 4. Identify sub-groups of 1, 2 and 3 within larger arrangements **Circles and Triangles** 1. Identify and name circles and triangles 2. Compare circles and triangles 3. Shapes in the environment 4. Describe position **Mastering numbers: counting, ordinality and cardinality** 1. See the last number in the count tells us 'howmanyness 2. Practice counting each object, action or sound once 3. Experience counting sounds, and practice counting each object, action and sound 4. Record results of their count'	**Mastering numbers: Composition** 1.1 know that 2 is made of 1 and 'another 1' 1.2 make their own collections of 2 objects and identify the '1 and another 1' within them. 2.1 identify when a collection is composed of 3 objects 2.2 produce their own collection of 3 3.1 identify when a collection is composed of 3 objects 3.2 produce their own collection of 3. 4.1 identify when a collection is composed of 3 or NOT 3 4.2 see that 4 can be made with four 1s. **Mastering numbers**: **Subitise objects and sounds** 1.1 subitise arrangements of 2 and 3 1.2 practise making 2s and 3s with their fingers 1.3 subitise auditory patterns up to 3 2.1 subitise auditory patterns up to 3 2.2 Identify when a small collection is rearranged or the quantity changed. 3.1 show small quantities on their fingers 3.2 use positional language to describe patterns of 4 4.1 use positional language to describe patterns of 4 4.2 make patterns showing 4. **Mastering numbers: Comparison (numerosity)** 1.1 Represent a given number on fingers without looking 1.2 Compare 2 sets of objects and say which is more than 2.1 Represent a given number on fingers without looking	**Mastering numbers: Counting, ordinality and cardinality** 1.1 hear and join in with the counting sequence to 10, including using songs and rhymes 1.2 use their fingers to represent quantities to 5 and to begin to represent quantities to 10 1.3 match different representations of quantities to 5 with amounts shown on their fingers. 2.1 remember that the 'stopping number' tells us how many we need altogether 2.2 begin to recognise numerals to 5 2.3 develop their understanding of equal amounts. 3.1 remember that the 'stopping number' tells us how many we need altogether 3.2 begin to recognise numerals to 5 3.3 represent quantities in more abstract ways, such as by clapping or jumping 4.1 remember that the 'stopping number' tells us how many we need altogether 4.2 begin to recognise numerals to 5 4.3 begin to understand that when a set of objects is rearranged, its quantity remains the same. **Length, Height and time** 4. Explore length 5. Compare length 6. Explore height 7. Compare height **Mastering numbers: Subitising** 1.1 use their fingers to quickly show quantities on 1 hand 1.2 recognise the numerals 1–5	**Mastering numbers: Comparison** 1.1 use 'more than' and 'fewer than' to describe quantities 1.2 say when they can see that someone has more or fewer of the same kind of object 1.3 know that it is quantity – not colour – that determines if 1 set has more or fewer of the same type of object than another. 2.1 use 'more than' and 'fewer than' to describe quantities 2.2 say when they can see that someone has more or fewer of the same kind of object 2.3 know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another. 3.1 use 'more than' and 'fewer than' to describe quantities 3.2 say when they can see that someone has more or fewer of the same kind of object 3.3 know that it is quantity – not colour, size or type of object – that determines if 1 set has more or fewer items than another. 4.1 use the words 'an equal number' to say when there is the same number of items in 2 sets 4.2 say when they can see an equal number. **Mastering numbers: Counting, ordinality and cardinality** 1.1 Practise counting aloud 1.2 revisit the principles of counting 2.1 practise counting aloud 2.2 use generalised statements to describe the '5 and a bit' composition of the numbers 6–8. 3.1 practise counting aloud 3.2 investigate the '1 more/1 less' pattern of the base-10 counting system 3.3 begin to order numbers between 1 and 10, noticing the '5 and a bit' structure	**Mastering numbers: Composition** 1.1 practise identifying when 2 sets are equal in number. 1.2 identify when a double is shown and explain why. 2.1 identify when a double is shown and explain why 2.2 say what the whole is when there are 2 equal parts. 3.1 say what the whole is when there are 2 equal parts 3.2 use objects to make doubles patterns and describe what they can see. 4.1 show doubles patterns on their fingers in response to being given the whole 4.2 use positional language to describe spatial arrangements of objects 4.3 visualise doubles patterns to 5 and 5. **Mastering numbers: Composition** 1.1 say what the whole is when there are 2 equal parts 1.2 recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.) 1.3 sort objects according to attributes described by an adult. 2.1 say what the whole is when there are 2 equal parts 2.2 describe attributes that they notice for a group of objects 2.3 sort and re-sort objects according to their own attributes. 3.1 say what the whole is when there are 2 equal parts 3.2 describe attributes of the Numberblocks 3.3 sort the Numberblocks using the criteria 'odd blocks' or 'even tops'	**Mastering: composition** 1.1 recap that there are 5 fingers on 1 hand 1.2 consolidate their use of finger patterns to represent the composition of 5 2.1 use their fingers to represent the composition of 5 2.2 identify a missing part of 5 3.1 identify when a set of objects has 5/NOT 5 3.2 identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2 4.1 identify arrangements of 6 or 7 objects 4.2 represent numbers 6 – 9 on their fingers as '5 and a bit'. **Mastering: composition** 1.1 recap the numbers 6 to 9 in the '5 and a bit' structure 1.2 recap that 10 can be composed of 5 and 5 1.3 identify when 10 is shown using structured arrangements of objects. 2.1 match numerals to quantities shown as the 5 and a bit structure 2.2 explore ways in which 10 can be composed of 2 parts 2.3 represent the composition of 10 using dice frames and finger patterns. 3.1 use structured arrangements to find missing parts of 10 3.2 solve problems involving the composition of 10 4.1 identify pairs of numbers that make 10 in unstructured arrangements 4.2 identify a missing part of 10 in structured arrangements **Mastering numbers** 1.1 join in with a backward count from 5 to 1

		2.2 Compare 2 sets of objects and say which is 'more than' or 'fewer than' 3/4 . Compare 2 sets of objects and say which is 'more than' or 'fewer than'. **Shapes with 4 sides** 1. Identify and name shapes with 4 sides. 2. Combine shapes with 4 sides 3. Shapes in the environment **Mastering numbers: Counting, ordinality and cardinality** 1.1 practise counting each object, action or sound once 1.2 hear and join in with the counting sequence to 5 1.3 tag each object with 1 number word (1:1 correspondence) 1.4 see that they have 5 fingers on one hand. 2.1 say and make numbers to 5 on their fingers 2.2 practise counting each object, action or sound once and only once 2.3 make collections of 5 in different ways. 3.1 practise counting each object once and only once 3.2 use counters to represent 5 objects 3.3 use a die frame to represent 5. 4.1 count each object, action or sound once 4.2 count 5 and 5 to make 10 altogether. **Mastering number: Compare** 1.1 Practise subitising amounts to 4 1.2 revisit 'more than' or 'fewer than' by looking 2.1 compare groups of up to 3 objects by matching them 1:1 2.2 say when they have an equal number	1.3 begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. 2.1 subitise linear and paired arrangements of 2, 3 and 4 dots 2.2 visualise and recreate arrangements of 3, 4 and 5 dots 2.3 match arrangements of 3, 4 and 5 dots to the correct numerals. 3.1 match numerals to quantities for 1–5 3.2 recognise die arrangements 3.3 visualise and describe arrangements of dots on a die 3.4 use dice to link subitised amounts with 1-to-1 counting actions. 4.1 recognise die patterns to 6 4.2 link die patterns to numbers shown on their fingers 4.3 use die patterns to play track games. **Mastering numbers: Counting, ordinality and cardinality** 1.1 recognise numerals 1–5 1.2 order numbers from 1–5. 2.1 match numerals to quantities in order 2.2 help to build towers in order from 1–5 squares 2.3 see the staircase pattern and recognise that each number is 1 more 3.1 order towers of 1–5 interlocking cubes 3.2 notice when we have '1 more' and when we do NOT have '1 more' 4.1 match numerals to representations 4.2 represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last. **Mastering numbers: Composition** 1.1 show numbers to 5 using their fingers 1.2 see that 5 can be partitioned into 4 and 1. 2.1 show ways of making 5 on their fingers 2.2 see that 5 can be partitioned into 3 and 2 3.1 find ways to partition a set of 5.	4.1 describe the '1 more/1 less' relationship of numbers to 10 4.2 work together to order numbers between 1 and 10, noticing the '5 and a bit' structure. **Mastering number: Composition** 1.1 subitise arrangements of 6 and NOT 6 1.2 order Numberblock images to 8 2.1 represent 8 as '5 and 3 more' 2.2 describe how to place the numbers 1 to 8 in order. 3.1 explain how to order quantities to 10 3.2 reason about which numbers are 'more than' others. 4.1 consolidate their understanding of 8 as '5 and 3 more' 4.2 notice when numbers are increased or decreased and explain their thinking **Mastering numbers: Composition** 1.1 use skills of conceptual subitising to describe parts of a whole set 1.2 visualise arrangements and use gestures to describe the numbers within a whole set. 2.1 investigate ways of making 7 with two parts 2.2 use their fingers to make and describe 7 as '5 and 2 more'. 3.1 notice when towers are made of 7 or NOT 7 interlocking cubes 3.2 work out the missing part of 7 using the '5 and a bit' structure 4.1 see that 7 can be composed in different ways 4.2 explain their understanding of the composition of 7. **Patterns** 1 Identify complex patterns 2 Copy and continue patterns 3 Patterns in the environment **Explore 3 D shapes** **3D shapes** 1 Recognise and name 3 D shapes 2 Find 2 D shapes in 3 D shapes 3 Use 3 D shapes for tasks 4 3D shapes in the environment	4.1 say what the whole is when there are 2 equal parts 4.2 describe attributes of the Numberblocks 4.3 investigate patterns of doubles. **Mastering numbers: Cardinality, ordinality and counting** 1.1 count things that cannot be seen – sounds 1.2 revisit rules for how to count 1.3 discuss and practise strategies for counting larger sets. 2.1 count things that cannot be seen – actions 2.2 discuss and practise strategies for counting larger sets by moving objects 3.1 count things that cannot be seen – periods of time 3.2 discuss and practise strategies for counting larger sets by moving images 3.3 make or represent their own collections of larger amounts. 4.1 practise counting on from a given number 4.2 discuss and practise strategies for counting larger amounts that cannot be moved. **Mastering numbers: subitising** **1.** visualise, make and describe spatial arrangements of 6. 2.1 practise subitising to 6 2.2 make and describe arrangements of 6 3.1 listen to rhythmic patterns of up to 5 sounds and determine the quantity 3.2 recognise Numberblocks and related doubles patterns on their fingers without counting 4. subitise doubles amounts shown on 10-frames **Manipulate, compose and decompose shapes** 1. Select shapes for a purpose 2. Rotate shapes 3. Manipulate shapes 4. Explain shape arrangements 5. Compose shapes 6. Decompose shapes	1.2 order towers of cubes or number plates from 1–10 on a class number track 2.1 join in with a backward count from 5 to 1 2.2 use language to describe positions on a number track 3.1 identify whether numbers are before or after 5 on the number track 3.2 begin to understand the rules for simple linear track games 4.1 reason about the position of numbers on a number track 4.2 describe and follow the rules for simple, linear track games **Mastering numbers: subitising on rekenrek** 1.1 subitise numbers up to 5 represented by finger patterns 1.2 orientate a rekenrek correctly and push a number of beads with one finger 1.1 subitise numbers up to 5 using linear dot patterns 1.2 use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek. 3.1 subitise numbers up to 5 using standard and non-standard dot patterns 3.2 use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek 4.1 subitise numbers up to 5 represented on dice frames 4.2 use 'one finger, one push' to subitise and explore '1 fewer' patterns of beads on the rekenrek **Mastering numbers: Assessment** • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison • Number patterns • Counting **Visualise, build and map (Patterns)** 1. Identify units of repeating patterns

		4.3 compare groups of up to 3 objects by matching them 1:1 4.4 say when there is an equal number, too many or not enough. 4.5 build towers with an equal number of squares 4.6 match the squares in the towers 1:1 4.7 say when there is an equal number, too many or not enough **Mass & Capacity** 1. Compare mass 2. Find a balance 3. Explore capacity 4. Compare capacity **Mastering numbers: Composition** 1.1 identify the 'whole' when shown 1 part of a familiar object 1.2 identify that the parts are still visible when they are assembled to make the whole 1.3 hear the language of 'whole' and 'parts'. 2.1 identify parts of their own body 2.2 recognise that some whole objects have parts that cannot be removed. 4.1 identify parts of some animals' bodies 4.2 recognise that some whole objects have parts that cannot be removed. 4.1 investigate ways to compose and de-compose sets of 2 and 4.2 know that 1 and 2 are parts of 3. **Mastering numbers: Composition** 1.1 investigate ways to compose and de-compose sets of 3 1.2 explore how 1 and 2 are parts of 3. 2. investigate ways to compose and de-compose 4.	4.1 understand that 5 can be partitioned (split) into different parts 4.2 be able to explain what the parts are 4.3 use what they know about 5 to work out a hidden number **Mastering numbers: Composition** 1.1 see that there are 5 dots on a die pattern 1.2 represent 4 in different ways on a die frame 2.1 use their fingers to represent 6 as '5 and a bit' 2.2 use double dice frames to represent 6 as 5 and 1 more. 3.1 match die representations of numbers 1–6 to representations on their fingers 3.2 see that 5 and '2 more' make 7. 4.1 count out 6 blocks from a collection 4.2 replace 1 block and know that there are still 6 4.3 add another block to make 7.		7. Copy 2 D shape pictures 8. Find 2D shapes in 3D shapes	2. Create own pattern rules 3. Explore own pattern rules 4. Replicate and build scenes and constructions 5. Visualise from different positions 6. Describe positions 7. Give instructions to build 8. Explore mapping 9. Represent maps with models 10. Create own maps from familiar place 11. Create own maps and plans from story situations

		3.1 investigate ways to compose and de-compose 4 3.2 use spatial language to describe the shapes 3.3 explain that different parts can make the same whole. 4.1 investigate ways to compose and de-compose 5 4.2 use spatial language to describe the shapes 4.3 explain that different parts can make the same whole. **Time** 1. Day and night 2. Talk about time 3. Order and sequence time				

Year 1
Beam County Primary School – Maths Curriculum Map 2024-25

Autumn unit	Number: Place Value (within 10) (5 weeks)	Number: Addition and Subtraction (5 weeks)	Geometry: Shape (1 week)
	1. sort objects 2. count objects 3. count objects from a larger group 4. represent objects 5. recognise numbers as words 6. count on from any number 7. identify 1 more and 1 less 8. count backwards within 10 9. compare groups by matching 10. use vocabulary: fewer, more, same 11. less than, greater than, equal to 12. compare numbers 13. order objects and numbers 14. read the number line	1. Introduce parts and wholes 2. Part-whole model 3. Write number sentences 4. Fact families – addition facts 5. Number bonds within 10 6. Systematic number bonds within 10 7. Number bonds to 10 8. Addition – add together 9. Addition – add more 10. Addition problems 11. Find a part 12. Subtraction – find a part 13. Fact families – the eight facts 14. Subtraction – take away/cross out (How many left?) 15. Take away (How many left?) 16. Subtraction (counting back) on a number line 17. Add or subtract 1 or 2	1. Recognise and name 3-D shapes 2. Sort 3-D shapes 3. Recognise and name 2-D shapes in 3D shape 4. Sort 2-D shapes 5. Patterns with 2D and 3D shapes

Spring unit	Number: Place Value (within 20)	Number: Addition and subtraction (within 20)	Number: Place Value (within 50)	Measurement
	1. Count within 20 2. Understand 10 3. Understand 11, 12 and 13 4. Understand 14, 15 and 16 5. Understand 17, 18 and 19 6. Understand 20 7. 1 more and 1 less **8.** The number line to 20 **9.** Use number line to 20 10. Estimate number line to 20 11. Compare numbers to 20 Order numbers to 20	1. Add by counting on within 20 2. Add ones using number bonds 3. Find and make number bonds to 20 4. Doubles 5. Near doubles 6. Subtract ones using number bonds 7. Subtraction – counting back 8. Subtraction – finding the difference 9. Related facts 10. Missing number problems	1. Count from 20 to 50 2. 20, 30, 40 and 50 3. Count by making groups of tens 4. Groups of tens and ones 5. Partition into tens and ones 6. The number line to 50 7. Estimate on a number line to 50 8. 1 more, 1 less	**Length and Height** 1. Compare lengths and heights 2. Measure length using objects 3. Measure length in centimetres **Mass and Volume** 1. Heavier and lighter 2. Measure mass 3. Compare mass 4. Full and empty 5. Compare volume 6. Measure capacity 7. Compare capacity

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Summer unit	Number: Multiplication and Division	Number: Fractions	Geometry: Position and Direction	Number: Place Value (within 100)	Measurement
	1. Count in 2s 2. Count in 10s 3. Count in 5s 4. Recognise equal groups 5. Add equal groups 6. Make arrays 7. Make doubles **8.** Make equal groups – grouping 9. Make equal groups – sharing	1. Recognise a half of an object or a shape 2. Find a half of an object or a shape 3. Recognise a half of a quantity 4. Find a half of a quantity 5. Recognise a quarter of an object or a shape 6. Find a quarter of an object or a shape 7. Recognise a quarter of a quantity 8. Find a quarter of a quantity	1. Describe turns 2. Describe position – left and right 3. Describe position – forwards and backwards 4. Describe position – above and below 5. Ordinal numbers	1. Count from 50 to 100 2. Tens to 100 3. Partition into tens and ones 4. The number line to 100 5. 1 more, 1 less 6. Compare numbers with the same number of tens 7. Compare any two numbers	**Money** 1. Unitising 2. Recognise coins 3. Recognise notes 4. Count in coins **Time** 1. Before and after 2. Days of the week 3. Months of the year 4. Hours, minutes and seconds 5. Tell the time to the hour 6. Tell the time to the half hour

Year 2
Beam County Primary School – Maths Curriculum Map 2024-25

Autumn unit	Number: Place Value (5 weeks)	Number: Addition and Subtraction (5 weeks)	Measurement (2 weeks)
	1. Numbers to 20 2. Count objects to 100 by making 10s 3. Recognise tens and ones 4. Use a place value chart 5. Partition numbers to 100 6. Write numbers to 100 in words 7. Flexibly partition numbers to 100 8. Write numbers to 100 in expanded form 9. 10s on the number line to 100 10. 10s and 1s on the number line to 100 11. Estimate numbers on a number line 12. Compare objects 13. Compare numbers 14. Order objects and numbers 15. Count in 2s, 5s and 10s 16. Count in 3s	1. Bonds to 10 2. Fact families - addition and subtraction bonds within 20 3. Related facts 4. Bonds to 100 (tens) 5. Add and subtract 1s 6. Add by making 10 7. Add three 1-digit numbers **8.** Add to the next 10 9. Add across a 10 10. Subtract across 10 11. Subtract from a 10 12. Subtract a 1-digit number from a 2-digit number (across a 10) 13. 10 more, 10 less 14. Add and subtract 10s 15. Add two 2-digit numbers (not across a 10) **16.** Add two 2-digit numbers (across a 10) 17. Subtract two 2-digit numbers (not across a 10) 18. Subtract two 2-digit numbers (across a 10) 19. 20. Mixed addition and subtraction 21. Compare number sentences	Money 1. Count money – pence 2. Count money – pounds (notes and coins) 3. Count money – pounds and pence 4. Choose notes and coins 5. Make the same amount 6. Compare amounts of money 7. Calculate with money 8. Make a pound 9. Find change 10. Two-step problems

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Spring	Number: Multiplication and Division (6 weeks)	Statistics (2 weeks)	Geometry: Shape (2 weeks)
	1. Recognise equal groups 2. Make equal groups 3. Add equal groups 4. Introduce the multiplication symbol 5. Multiplication sentences 6. Use arrays 7. Make equal groups – grouping 8. Make equal groups – sharing 9. The 2 times-table 10. Divide by 2 11. Doubling and halving 12. Odd and even numbers 13. The 10 times-table 14. Divide by 10 15. The 5 times-table 16. Divide by 5 17. The 5 and 10 times-tables	1. Make tally charts 2. Tables 3. Block diagrams 4. Draw pictograms (1–1) 5. Interpret pictograms (1–1) 6. Draw pictograms (2, 5 and 10) 7. Interpret pictograms (2, 5 and 10)	1. Count faces on 3-D shapes 2. Count edges on 3-D shapes 3. Count vertices on 3-D shapes 4. Sort 3-D shapes **5. Recognise 2-D in 3-D shapes** 6. Count sides on 2-D shapes 7. Count vertices on 2-D shapes 8. Draw 2-D shapes 9. Lines of symmetry on shapes 10. Use lines of symmetry to complete shapes 11. Sort 2-D shapes 12. Make patterns with 2-D and 3-D shapes

Summer	Measurement (3 weeks)	Numbers: Fractions (4 weeks)	Measurement: Time (2 weeks)	Geometry: Position and direction (1 week)
	Length and height 1. Measure in centimetres 2. Measure in metres 3. Compare lengths and heights 4. Order lengths and heights 5. Four operations with lengths and heights **Measurement: Mass, capacity and measurements** 8. Compare mass 9. Measure in grams 10. Measure in kilograms 11. Four operations with mass 12. Compare volume and capacity 13. Measure in millilitres 14. Measure in litres 15. Four operations with volume and capacity 16. Temperature	1. Introduction to parts and whole 2. Equal and unequal parts 3. Recognise a half 4. Find a half 5. Recognise a quarter 6. Find a quarter 7. Recognise a third 8. Find a third 9. Find the whole 10. Unit fractions 11. Non-unit fractions 12. Recognise the equivalence of a half and two-quarters 13. Recognise three-quarters 14. Find three-quarters 15. Count in fractions up to a whole	1. O'clock and half past 2. Quarter past and quarter to 3. Tell the time past the hour 4. Tell the time to the hour 5. Tell the time to 5 minutes 6. Minutes in an hour 7. Hours in a day	1. Language of position 2. Describe movement 3. Describe turns 4. Describe movement and turns 5. Shape patterns with turns

Year 3
Beam County Primary School – Maths Curriculum Map 2024-25

Autumn unit	Number: Place Value (3 weeks)	Number: Addition and Subtraction (5 weeks)	Measurement (1 week)	Number: Multiplication A (3 weeks)
	1. Represent numbers to 100 2. Partition numbers to 100 3. Number line to 100 4. Hundreds 5. Represent numbers to 1,000 6. Partition numbers to 1,000 7. Flexible partitioning of numbers to 1,000 8. Hundreds, tens and ones 9. Find 1, 10 or 100 more or less 10. Number line to 1,000 11. Step 11 Estimate on a number line to 1,000 12. Step 12 Compare numbers to 1,000 13. Order numbers to 1,000 Count in 50s	1. Apply number bonds within 10 2. Add and subtract 1s 3. Add and subtract 10s 4. Add and subtract 100s 5. Spot the pattern 6. Add 1s across a 10 7. Add 10s across a 100 8. Subtract 1s across a10 9. Subtract 10s across a 100 10. Make connections 11. Add two numbers no exchange 12. Subtract two numbers (no exchange) 13. Add two numbers (across a 10) 14. Add two numbers (across a 100) 15. Subtract two numbers (across a 10) 16. Subtract two numbers (across a 100) 17. Add 2-digit and 3-digit numbers 18. Subtract a 2-digit number from a 3-digit number 19. Complements to 100 20. Estimate answers 21. Inverse operations 22. Make decisions	Money 1. Pounds and pence 2. Convert pounds and pence 3. Add money 4. Subtract money Find change	Multiplication A 1. Multiplication – equal groups 2. Use arrays 3. Multiples of 2 4. Multiples of 5 and 10 5. Sharing and grouping 6. Multiply by 4 7. Divide by 4 8. The 4 times-table 9. Multiply by 8 10. Divide by 8 11. The 8 times-table 12. Multiply by 8 13. Divide by 8 14. The 8 times-table 15. The 2, 4 and 8 times-tables

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Spring Unit	**Number: Multiplication A** (1 week)	**Statistics** (2 weeks)	**Number: Multiplication B** (**4 weeks**)	**Measurement: Length and perimeter** **(2 weeks)**	**Number: Fractions A** (1 week)
	Multiplication A 1. Multiply by 3 2. Divide by 3 3. The 3 times-table	1. Interpret pictograms 2. Draw pictograms 3. Interpret bar charts 4. Draw bar charts 5. Collect and represent data 6. Two-way tables	1. Multiples of 10 2. Related calculations 3. Reasoning about multiplication 4. Multiply a 2-digit number by a 1-digit number – no exchange 5. Multiply a 2-digit number by a 1-digit number – with exchange 6. Divide a 2-digit number by a 1-digit number – no exchange 7. Divide a 2-digit number by a 1-digit number – flexible partitioning 8. Divide a 2-digit number by a 1-digit number – with remainders 9. Scaling 10, How many ways?	1. Measure in m and cm 2. Measure in mm 3. Measure in cm and mm 4. Metres, centimetres and millimetres 5. Equivalent lengths (m & cm) 5. Equivalent lengths (cm & mm) 6. Compare lengths 7. Add lengths 8. Subtract lengths 9. What is perimeter? 10. Measure perimeter 11. Calculate perimeter	1. Understand the denominators of unit fractions 2. Compare and order unit fractions 3. Understand the numerators of non-unit fractions 4. Understand the whole 5. Compare and order non-unit fractions

Summer Unit	**Number: Fractions A** (2 week)	**Measurement:** (2 weeks)	**Number:** Fractions B (2 weeks)	**Geometry:** Shape (2 weeks)	**Measurement:** Time (2 weeks)
	1. Fractions and scales 2. Fractions on a number line 3. Count in fractions on a number line 4. Equivalent fractions on a number line 5. Equivalent fractions as bar models	1 Use scales 2 Measure mass in grams 3 Measure mass in kilograms and grams 4 Equivalent masses (kilograms and grams) 5 Compare mass 6 Add and subtract mass 7 Measure capacity and volume in millilitres 8 Measure capacity and volume in litres and millilitres 9 Equivalent capacities and volumes (litres and millilitres) 10 Compare capacity and volume 11 Add and subtract capacity and volume	1. Add fractions 2. Subtract fractions 3. Partition the whole 4. Unit fractions of a set of objects 5. Non-unit fractions of a set of objects 6. Reasoning with fractions of an amount	1. Turns and angles 2. Right angles 3. Compare angles 4. Measure and draw accurately 5. Horizontal and vertical 6. Parallel and perpendicular 7. Recognise and describe 2-D shapes 8. Draw polygons 9. Recognise and describe 3-D shapes 10. Make 3-D shapes	1. Roman numerals to 12 2. Tell the time to 5 minutes 3. Tell the time to the minute 4. Read time on a digital clock 5. Use am and pm 6. Years, months and days 7. Days and hours **8.** Hours and minutes – use start and end times **9.** Hours and minutes - use durations **10.** Minutes and seconds **11.** Units of time **12.** Solve problems with time

Year 4
Beam County Primary School – Maths Curriculum Map 2024-25

Autumn unit	Number: Place Value (4 weeks)	Number: Addition and Subtraction (3 weeks)	Number: Multiplication and Division A (4 weeks)	Number: Multiplication and Division B (1 week)
	1. Represent numbers to 1,000 2. Partition numbers to 1,000 3. Number line to 1,000 4. Thousands 5. Represent numbers to 10,000 6. Partition numbers to 10,000 7. Flexible partitioning of numbers to 10,000 **8.** Find 1, 10, 100, 1,000 more or less 9. Number line to 10,000 10. Estimate on a number line to 10,000 11. Compare numbers to 10,000 12. Order numbers to 10,000 13. Roman numerals 14. Round to the nearest 10 15. Round to the nearest 100 **16.** Round to the nearest 1,000 **17.** Round to the nearest 10, 100 or 1,000	1. Add and subtract 1s, 10s, 100s and 1,000s 2. Add up to two 4-digit numbers – no exchange 3. Add two 4-digit numbers – one exchange 4. Add two 4-digit numbers – more than one exchange 5. Subtract two 4-digit numbers – no exchange 6. Subtract two 4-digit numbers – one exchange 7. Subtract two 4-digit numbers – more than one exchange **8.** Efficient subtraction **9.** Estimate answers **10.** Checking strategies	**1. Multiply by 3** **2. Divide by 3** 3. Multiples of 3 4. Multiply and divide by 6 5. 6 times-table and division facts 6. Multiply and divide by 9 7. 9 times-table and division facts 8. The 3, 6 and 9 times-tables 9. Multiply and divide by 7 **10.** 7 times-table and division facts 11. 11 times-table and division facts 12. 12 times-table and division facts 13. Multiply by 1 and 0 14. Divide a number by 1 and itself 15. Multiply three numbers	1. Factor pairs 2. Multiply by 10 3. Multiply by 100 4. Divide by 10 5. Divide by 100

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Spring unit	**Number: Multiplication and Division B** (2 weeks)	**Statistics** (1 weeks)	**Measurement: Length and perimeter** (2 weeks)	**Number: Fractions** (4 weeks)	**Measurement: Area** **1 week**
	1. Related facts – multiplication and division **2.** Informal written methods for multiplication 3. Multiply a 2-digit number by a 1-digit number 4. Multiply 3 digit by 1 digit 5. Divide 2 digit by 1 digit 6. Divide 3 digit by 1 digit 7. Correspondence problems 8. Efficient multiplication	1. Interpret charts 2. Comparison, sum and difference 3. Interpret line graphs 4. Draw line graphs	1. Measure in kilometres and metres 2. Equivalent lengths (kilometres and metres) 3. Perimeter on a grid 4. Perimeter of a rectangle 5. Perimeter of rectilinear shapes 6. Find missing lengths in rectilinear shapes 7. Calculate perimeter of rectilinear shapes 8. Perimeter of regular polygons 9. Perimeter of polygons	1. Understand the whole 2. Count beyond 1 3. Partition a mixed number 4. Number lines with mixed numbers 5. Compare and order mixed numbers 6. Understand improper fractions 7. Convert mixed numbers to improper fractions 8. Convert improper fractions to mixed numbers 9. Equivalent fractions on a number line 10. Equivalent fraction families 11. Add two or more fractions 12. Add fractions and mixed numbers 13. Subtract two fractions 14. Subtract from whole amounts 15. Subtract from mixed numbers	1. What is area? 2. Count squares 3. Make shapes 4. Compare areas

Summer Unit	**Number: Decimals** (5 weeks)	**Measurement: Money** (2 weeks)	**Measurement: Time** (1 week)	**Geometry: Shape** (2 weeks)	**Geometry: Position and Direction** (1 week)
	Decimal A 1. Tenths as fractions 2. Tenths as decimals 3. Tenths on a place value chart 4. Tenths on a number line 5. Divide a 1-digit number by 10 6. Divide a 2-digit number by 10 7. Hundredths as fractions 8. Hundredths as decimals 9. Hundredths on a place value chart 10. Divide a 1- or 2-digit number by 100 Decimal B	1. Write money using decimals 2. Convert between pounds and pence 3. Compare amounts of money 4. Estimate with money 5. Calculate with money 6. Solve problems with money	1. Years, months, weeks and days 2. Hours, minutes and seconds 3. Convert between analogue and digital times 4. Convert to the 24-hour clock 5. Convert from the 24-hour clock	1. Understand angles as turns 2. Identify angles 3. Compare and order angles 4. Triangles 5. Quadrilaterals 6. Polygons 7. Lines of symmetry 8. Complete a symmetric figure	1. Describe position using coordinates 2. Plot coordinates 3. Draw 2-D shapes on a grid 4. Translate on a grid 5. Describe translation on a grid

	11. Make a whole with tenths 12. Make a whole with hundredths 13. Partition decimals 14. Flexibly partition decimals 15. Compare decimals 16. Order decimals 17. Round to the nearest whole number **18.** Halves and quarters as decimals				

Year 5
Beam County Primary School – Maths Curriculum Map 2024-25

Autumn unit	**Number: Place Value** (3 weeks)	**Negative numbers** (1 week)	**Number: Addition and Subtraction** (2 weeks)	**Number: Multiplication and Division** (2 weeks)	**Fractions A:** (4 weeks)
	1. Roman numerals to 1,000 2. Numbers to 10,000 3. Numbers to 100,000 4. Numbers to 1,000,000 5. Read and write numbers to 1,000,000 6. Powers of 10 7. 10/100/1,000/10,000/100,000 more or less 8. Partition numbers to 1,000,000 9. Number line to 1,000,000 10. Compare and order numbers to 100,000 11. Compare and order numbers to 1,000,000 12. Round to the nearest 10, 100 or 1,000 13. Round within 100,000 14. Round within 1,000,000	Negative numbers 1. Understand negative numbers 2. Count through zero in 1s 3. Count through zero in multiples 4. Compare and order negative numbers 5. Find the difference	1. Mental strategies 2. Add whole numbers with more than four digits 3. Subtract whole numbers with more than four digits 4. Round to check answers 5. Inverse operations (addition and subtraction) 6. Multi-step addition and subtraction problems 7. Compare calculations Find missing numbers	1. Multiples 2. Common multiples 3. Factors 4. Common factors 5. Prime numbers 6. Square numbers 7. Cube numbers **8.** Multiply by 10, 100 and 1,000 9. Divide by 10, 100 and 1,000 10. Multiples of 10, 100 and 1000	1. Find fractions equivalent to a unit fraction 2. Find fractions equivalent to a non-unit fraction 3. Recognise equivalent fractions 4. Convert improper fractions to mixed numbers 5. Convert mixed numbers to improper fractions 6. Compare fractions less than 1 7. Order fractions less than 1 **8.** Compare and order fractions greater than 1 9. Add and subtract fractions with the same denominator 10. Add fractions within 1 11. Add fractions with total greater than 1 12. Add to a mixed number 13. Add two mixed numbers 14. Subtract fractions 15. Subtract from a mixed number **16.** Subtract from a mixed number – breaking the whole 17. Subtract two mixed numbers

Spring unit	Number: Multiplication and Division (3 weeks)	Number: Fractions (2 weeks)	Number: Decimals and Percentages (4 weeks)	Statistics (1 week)
	1. Multiply up to a 4-digit number by a 1-digit number 2. Multiply a 2-digit number by a 2-digit number (area model) 3. Multiply a 2-digit number by a 2-digit number 4. Multiply a 3-digit number by a 2-digit number 5. Multiply a 4-digit number by a 2-digit number 6. Solve problems with multiplication 7. Short division **8.** Divide a 4-digit number by a 1-digit number 9. Divide with remainders 10. Efficient division 11. Solve problems with multiplication and division	1. Multiply a unit fraction by an integer 2. Multiply a non-unit fraction by an integer 3. Multiply a mixed number by an integer 4. Calculate a fraction of a quantity 5. Fraction of an amount 6. Find the whole 7. Use fractions as operators	1. Decimals up to 2 decimal places 2. Equivalent fractions and decimals (tenths) 3. Equivalent fractions and decimals (hundredths) 4. Equivalent fractions and decimals 5. Thousandths as fractions 6. Thousandths as decimals 7. Thousandths on a place value chart **8.** Order and compare decimals (same number of decimal places) 9. Order and compare any decimals with up to 3 decimal places 10. Round to the nearest whole number 11. Round to 1 decimal place 12. Understand percentages 13. Percentages as fractions 14. Percentages as decimals 15. Equivalent fractions, decimals and percentages	1. Draw line graphs 1. Read and interpret line graphs 2. Read and interpret tables 3. Two-way tables 4. Read and interpret timetables
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Summer unit	Measurement: Area and Perimeter (2 weeks)	Number: Decimals (3 weeks)	Measurement (2 weeks)	Geometry: Shape (2 weeks)	Position and Direction (1 week)
	1. Perimeter of rectangles 2. Perimeter of rectilinear shapes 3. Perimeter of polygons 4. Area of rectangles 5. Area of compound shapes 6. Estimate area	1. Use known facts to add and subtract decimals within 1 2. Complements to 1 3. Add and subtract decimals across 1 4. Add decimals with the same number of decimal places 5. Subtract decimals with the same number of decimal places 6. Add decimals with different numbers of decimal places 7. Subtract decimals with different numbers of decimal places **8.** Efficient strategies for adding and subtracting decimals 9. Decimal sequences 10. Divide by 10, 100 and 1,000 11. Multiply and divide decimals – missing values	**Converting units** 1. Kilograms and kilometres 2. Millimetres and millilitres 3. Convert units of length 4. Convert between metric and imperial units **Volume** 1. Cubic centimetres 2. Compare volume 3. Estimate volume 4. Estimate capacity Time 1. Convert units of time 2. Calculate with timetables	1. Understand and use degrees 2. Classify angles 3. Estimate angles 4. Measure angles up to 180° 5. Draw lines and angles accurately 6. Calculate angles around a point 7. Calculate angles on a straight line **8.** Lengths and angles in shapes 9. Regular and irregular polygons 10. 3-D shapes	1. Read and plot coordinates 2. Problem-solving with coordinates 3. Translation 4. Translation with coordinates 5. Lines of symmetry 6. Reflection in horizontal and vertical lines

Year 6
Beam County Primary School – Maths Curriculum Map 2024-25

Autumn unit	**Number: Place Value** (1 week)	**Addition and Subtraction, Multiplication and Division (4 weeks)**	**Fractions 4 weeks**	**Fractions, Decimals and percentages (3 weeks)**
	1. Read numbers up to 10,000,000 2. Increase and decrease values by powers of 10. 3. Compare and order integers. 4. Round integers **5.** Calculate using negative numbers	Addition and subtraction 1. Mental calculations. 2. Add and subtract integers. 3. Inverse for addition and subtraction (RECAP). 4. Order of operations to solve calculations. 5. Multi-step problems. Multiplication and Division 6. Common multiples 7. Common factors 8. Prime numbers to 100 9. Square and cubed numbers 10. Multiply a 4 digit number by 1 digit number (RECAP) 11. multiply a 4 digit number by a 2 digit number (x2 lessons) 12. Solve problems with multiplication. 13. Short division. 14. Introduction to long division 15. Long division with remainders 16. Problems with division	Fraction A 1. Equivalent fractions and simplifying 2. Compare & order fractions 3. Convert improper fractions to mixed numbers (RECAP) 4. Convert mixed numbers to improper fractions (RECAP) 5. Add and subtract simple fractions 6. Add and subtract any two fractions 7. Add mixed numbers **8.** Subtract mixed numbers **9.** Multi-step problems **Fraction B** 1. Multiply fractions by integers 2. Multiply fractions by fractions 3. Divide a fraction by an integer 4. Divide any fraction by an integer 5. Mixed questions with fractions 6. Fraction of an amount **7.** Fraction of an amount – find the whole	1. Decimal and fraction equivalents 2. Fractions as division 3. Understand percentages 4. Fractions to percentages 5. Equivalent fractions, decimals and 6. Compare fractions, decimals and percentages. **7.** Order fractions, decimals and percentages. 8. Percentage of an amount – one step (one step and multi step) x 3 9. Percentages – missing values

Spring Unit	Decimals and Measurement (3 weeks)	Area, Perimeter, and volume (2 weeks)	Ratio and proportion (2 weeks)	Geometry: Shape, Position and Direction (2 weeks)	Geometry: Position and direction (1 week)	Statistics (1 week)
	1. Represent numbers to 3 decimal places. 2. Place value: integers and decimals 3. Round decimals 4. Add and subtract decimals. 5. Multiply by 10, 100 and 1000. 6. Divide by 10, 100 and 1000. 7. Multiply decimals. 8. Divide decimals Metric conversion 1. Metric measures. 2. Convert metric measures (length). 3. Convert metric measures (mass). 4. Convert miles to to kms. 5. Convert imperial measures. 6. Read scales (RECAP). 7. Solve problems involving capacity (RECAP).	Area 1. calculate the area and perimeter of rectangles and composite shapes. (x2 lessons) 2. calculate the area of a parallelogram. 3. calculate the area of a right-angled triangle. 4. calculate the area of any triangle (x2 lessons) Volume 1. Volume – counting cubes 2. Volume of a cuboid	1. Use ratio language 2. Introduction to ration language 3. Ratio and fractions 4. Scale drawing 5. Use scale factors 6. Use ratio to adapt recipe 7. Ratio and proportion problems	1. Identify 2D and 3D shapes (recap) 2. Nets of 3-D shapes x 2 3. Circles (diameter, radius and circumference) 4. Calculate angle on a straight line 5. Calculate angles on a point, including vertically opposite angles. 6. Calculate angles in triangles and quadrilaterals. 7. Calculate angles in polygons. 8. Measure angles using a protractor.	1. The first quadrant 2. Read and plot points in four quadrants 3. Solve problems with coordinates 4. Translations 5. Reflections	1. interpret and draw line graphs (x2 lessons) 2. interpret dual bar graphs. 3. read and interpret pie charts. 4. interpret pie charts with percentages. 5. calculate the mean as an average.
Summer unit	Algebra 1 week	SATS 1 week	Algebra 1 week	Statistics 1 week	White Rose project 6 weeks	
	1. Form expressions 2. Substitution 3. Formulae 4. Form equations 5. Find pairs of values		1. Form equations. 2. Solve two step equations. 3. Solve problems with two unknowns.	1. Revisit Pie Charts 2. Draw pie charts		