All Hallows C of E Primary School Mathematics Curriculum

"The essence of mathematics is not to make simple things complicated but to make complicated things simple."

Stanley Gudder

EYFS

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	All About Me	All About my Family	All About my School	All About my Community	All About my Country	All About my World
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. 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 will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that 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.						
Key Vocabulary:	Tier 1 big, small, tall, short, circle, triangle, square, same, more, fewer Tier 2 compare, sort, match, pattern, position, arrangement, equal, repeat Tier 3 (Mathematical) subitise, quantity, numeral, compose, partition, side, corner	Tier 1 four, five, more, less, same, first, next, last Tier 2 compare, sequence, order, equal, match, represent, group Tier 3 (Mathematical) subitise, composition, numeral, quantity, part–whole, rectangle, square, corner, side	Tier 1 six, seven, eight, long, short, tall, together, total Tier 2 match, pair, combine, compare, measure, represent Tier 3 composition, partition, tens-frame, numeral, length, height	Tier 1 nine, ten, add, take away, back Tier 2 compare, order, sequence, pattern, whole, part Tier 3 sphere, cube, cylinder, cone, partition, number bond	Tier 1 share, group, double, half, fair Tier 2 equal, rotate, viewpoint, route Tier 3 teen number, composition, even, odd	Tier 1 left, right, near, far, around Tier 2 estimate, predict, solve, explain Tier 3 orientation, direction, partition, total, equation

Key Texts/ Numberblocks Episodes:	Simon Sock, All Sorts, Actual size, Ten Seeds Series 1: One, Series 1: Two, Series 1: Another One	Monster Needs One More, Monster Musical Chairs, Circle, Triangle, Rosie's Walk Series 1: Three, Series 1: Four, Series 1: Five	Square, Night Monkey Day Monkey, Two Short Two Long, None is the Number, The Ugly Five, Handa's Surprise Series 1: Four, Series 1: Five, Series 1: Stampoline, Series 1: The Whole of Me, Series 2: Six, Series 2: Seven, Series 2: Eight, Series 3: Zero	Superworm, I can only Draw Worms, Ten Little Fingers and Ten Little Toes, Circle! Sphere! Series 2: Odds and Even, Series 2: Double Trouble, Series 2: Nine, Series 2: Ten, Series 2: Blast Off, Series 3: Numberblobs	One Moose 20 Mice, One Ted Falls out of Bed, Which One Doesn't Belong, The Last Marshmallow, The Squirrels who Squabbled Series 3: Eleven, Series 3: Twelve, Series 3: Thirteen,	I see a Pattern, We're Going on a Bear Hunt, In Every House on Every Street Series 4: I can count to 20
Adults will:	Model mathematical vocabulary. Encourage children to explain how they know. Use manipulatives consistently (counters, shapes, objects, cubes). Provide opportunities for counting in routines (lining up, snack, tidy up). Challenge children through questioning ("How do you know that's more?").	Model mathematical vocabulary at every opportunity. Use five-frames and tens-frames consistently for composition. Reinforce one more/less in daily routines (snack time, lining up). Provide manipulatives for children to explore 4 and 5 in different ways. Encourage explanations ("How do you know it's 5?").	Provide tens-frames Provide measuring resources Provide dice, dominoes, Numicon Provide paired objects	Model part–whole vocabulary Model pattern reasoning Model efficient counting strategies	Model grouping thinking Model using 10 as a unit Model multiplicative vocabulary	Provide open-ended challenges Provide multi-step problems Provide real-life maths stories Provide spatial puzzles Provide pattern investigations

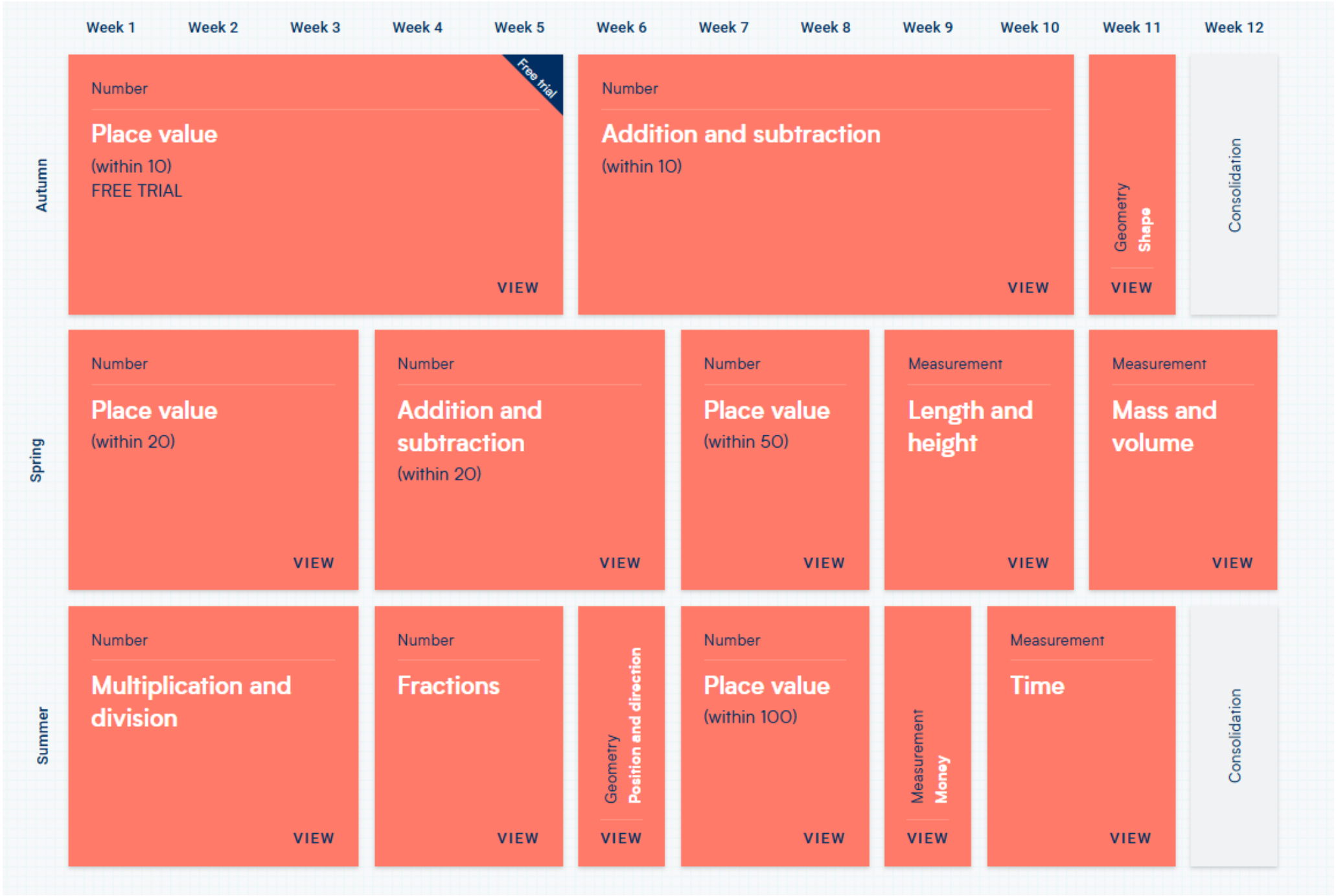
	Provide varied representations of 1–3. Embed subitising in games, songs and daily routines.	Use bar modelling/part–whole representations practically.				
Children will learn through:	Sorting trays, natural objects, pattern blocks. Pattern creation in provision. Role-play using positional language. Exploring shapes in the environment. Small-group adult-led number sessions.	Counting games. Subitising flashcards. Matching activities. Comparing sets in provision. Shape hunts around the environment. Daily visual timetable sequencing.	Measuring games Frame-building tasks Combining groups in role-play Sorting/matching pairs	Use tens-frame activities Use Pattern investigations Use 3D shape construction Use Story-based addition/subtraction	Tens & ones manipulatives Sharing stations Doubling games Pattern blocks for spatial work	collaborative problem solving building and construction outdoor directional play
Our Non-Negotiable Knowledge	Children know the number sequence to 5. Children count objects using 1:1 correspondence. Children understand that the final number counted represents the total (cardinality). Children subitise quantities to 3.	Children recognise and represent numbers 1–5 confidently. Children count reliably to 10. Children subitise quantities to 4–5 when structured. Children understand that numbers 4 and 5 can be composed in different ways (early number bonds).	Children recognise, represent and count numbers 6, 7 and 8. Children understand that 6–8 are composed of 5 and “a bit more”. Children combine two groups to find a total (early addition). Children begin to subitise structured quantities to 6 and 7.	Children count forwards and backwards to 10. Children understand the composition of 9 and 10 (part–whole). Children recall number bonds to 5 securely and some to 10. Children solve simple addition and subtraction stories with objects. Children identify missing numbers in a count.	Children understand teen numbers as “10 and some more”. Children recall doubles to 5 and understand halving as making two equal parts. Children share objects fairly between groups. Children recognise odd and even	Children count, order and compare numbers to 20. Children recall number bonds to 5 and some to 10 fluently. Children make sensible estimates and check using counting. Children solve practical number

	Children compare quantities using more, fewer, same/equal. Children identify and create simple AB repeating patterns. Children describe positions using basic positional vocabulary (in, on, under, next to). Children recognise circles, triangles and 4-sided shapes.	Children compare numbers to 5 using correct mathematical vocabulary. Children say the number that is one more or one less than numbers to 5. Children describe and identify squares and rectangles using sides and corners. Children order simple daily events (first, next, last).	Children compare and order objects by length and height using appropriate vocabulary. Children recognise everyday pairs and matching sets. Children continue to use simple repeating patterns.	Children recognise and create more complex repeating patterns (AAB, ABB). Children name and describe common 3D shapes. Children sequence and compare objects and events.	numbers using pairs and groups. Children group objects into 2s, 5s and 10s. Children work with simple patterns, rotations and spatial arrangements. Children describe shapes and models from different viewpoints.	problems independently. Children identify odd/even numbers consistently. Children continue, correct and generalise repeating patterns. Children follow and create simple maps, routes and directions using positional language. Children use number, shape and measure knowledge to solve problems and explain reasoning.
Assessment Point This could look like:	Counts to 5 accurately and represents numbers using objects or fingers. Counts 5 cubes correctly. Shows 3 on fingers.	Understands that numbers to 5 are made of smaller numbers. Explains 4 as 2 and 2. Makes 5 using 3 and 2	Understands numbers to 8 and begins to explore their composition. Makes 6 using 4 and 2. Splits 7 into 5 and 2	Understands and explains how numbers to 10 are composed of smaller numbers. Explains 8 as 5 and 3. Makes 10 using 6 and 4	Uses understanding of number composition flexibly in different situations. Solves practical problems to 10. Uses composition in play	Have a deep understanding of number to 10, including the composition of each number. Explains numbers in parts. Uses number facts confidently
Assessment Point This could look like:	Instantly recognises quantities to 3 without counting Names 2 or 3 on a dice face. Says how	Recognises quantities to 4 without counting. Names 4 on a ten-frame. Identifies 4 objects at a glance	Recognises quantities to 5 in familiar patterns without counting. Names 5 on a dice or ten-frame	Subitises quantities to 5 in less familiar arrangement. Names 5 on scattered dots	Uses subitising confidently in play and problem-solving Instantly names quantities during games	Subitise (recognise quantities without counting) up to 5. Instantly recognises quantities. Explains thinking

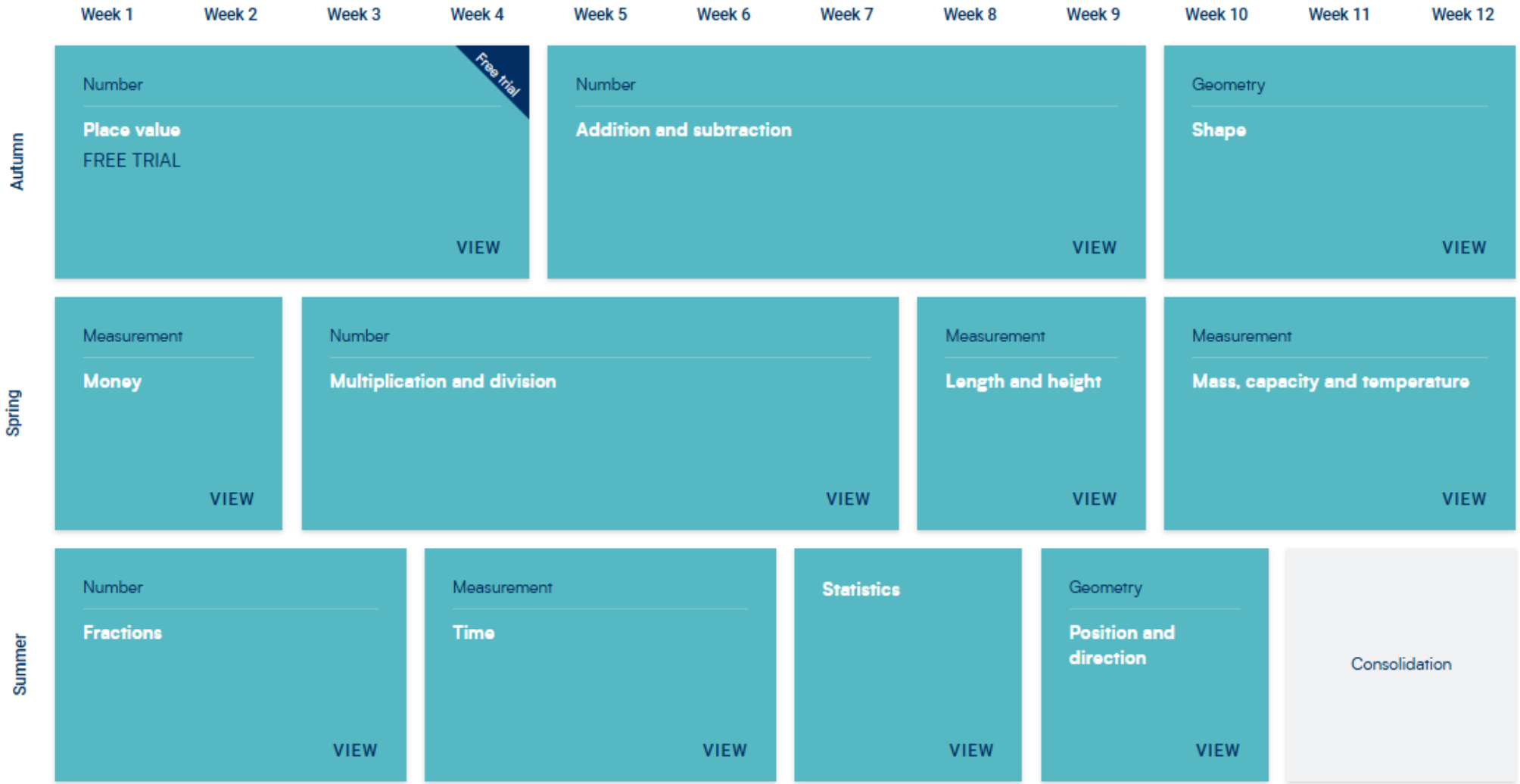
	many objects when briefly shown					
Assessment Point This could look like:	Explores part-whole relationships to 5 using concrete resources Makes 4 from 2 and 2. Splits 3 into 1 and 2	Knows number bonds to 5 but may still use visual support. Says “3 and 2 makes 5”	Automatically recalls number bonds to 5 Instantly answers “What makes 5?”	Recalls some number bonds to 10 and double facts Knows double 2 is 4. Says 5 and 5 make 10	Recalls number bonds to 5 and some to 10 automatically Answers quickly in games	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. Instant recall. Explains related facts
Assessment Point This could look like:	Counts to 10 accurately in order. Counts objects to 10. Joins in with counting songs	Counts to 20 accurately in order Counts aloud during routines	Counts beyond 20 confidently with increasing accuracy Counts to 30 correctly	Recognises the pattern in the counting system Notices ‘teen’ numbers Identifies repeating decade pattern	Uses understanding of patterns to count beyond 20 accurately Correctly continues a number sequence	Verbally count beyond 20, recognising the pattern of the counting system.
Assessment Point This could look like:	Compares quantities to 5 using informal language. “This has more”. “They are the same”	Uses the language of greater than, less than and equal to when comparing quantities to 5 5 is greater than 3	Accurately compares quantities to 8 in different representations Compares counters, dots or groups	Compares quantities to 10 accurately, sometimes without counting Uses subitising or known facts	Compares quantities up to 10 in a range of contexts Compares groups in play. Uses real-life examples	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Makes accurate comparison. Uses correct language
Assessment Point This could look like:	Identifies and continues simple patterns using objects or actions	Notices patterns when quantities are grouped or arranged Spots 2 and 2 in 4	Shares quantities into equal groups up to 10 Shares 6 between two teddies	Identifies whether numbers up to 10 are even or odd by sharing Explains which numbers share equally	Represents number patterns using objects, drawings or symbols Draws equal groups. Models doubles	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can

	Continues AB patterns. Claps a repeated pattern					be distributed equally.
Space, Shape and Measure: Although space, shape and measure are not assessed as separate Early Learning Goals at the end of Reception, they remain an essential part of our maths curriculum. Throughout the year, children experience regular, purposeful teaching of spatial reasoning, shape properties, pattern, position, length, height, mass, capacity and time. These concepts are woven through continuous provision, adult-led sessions and problem-solving activities to build the spatial language, visualisation skills and practical understanding that underpin later mathematical learning. By developing secure foundations in space, shape and measure, children are better prepared for the Year 1 curriculum, where geometry, measurement and spatial reasoning become formally assessed and increasingly abstract. This ensures our pupils enter Key Stage 1 with confidence, fluency and a broad, balanced mathematical understanding.						

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
Number
Place value
(within 10)
FREE TRIAL
Free trial
VIEW
Number
Addition and subtraction
(within 10)
VIEW
Geometry
Shape
VIEW
Consolidation
Spring
Number
Place value
(within 20)
VIEW
Number
Addition and subtraction
(within 20)
VIEW
Number
Place value
(within 50)
VIEW
Measurement
Length and height
VIEW
Measurement
Mass and volume
VIEW
Summer
Number
Multiplication and division
VIEW
Number
Fractions
VIEW
Geometry
Position and direction
VIEW
Number
Place value
(within 100)
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Consolidation

Year 2


Week 1
Week 2
Week 3
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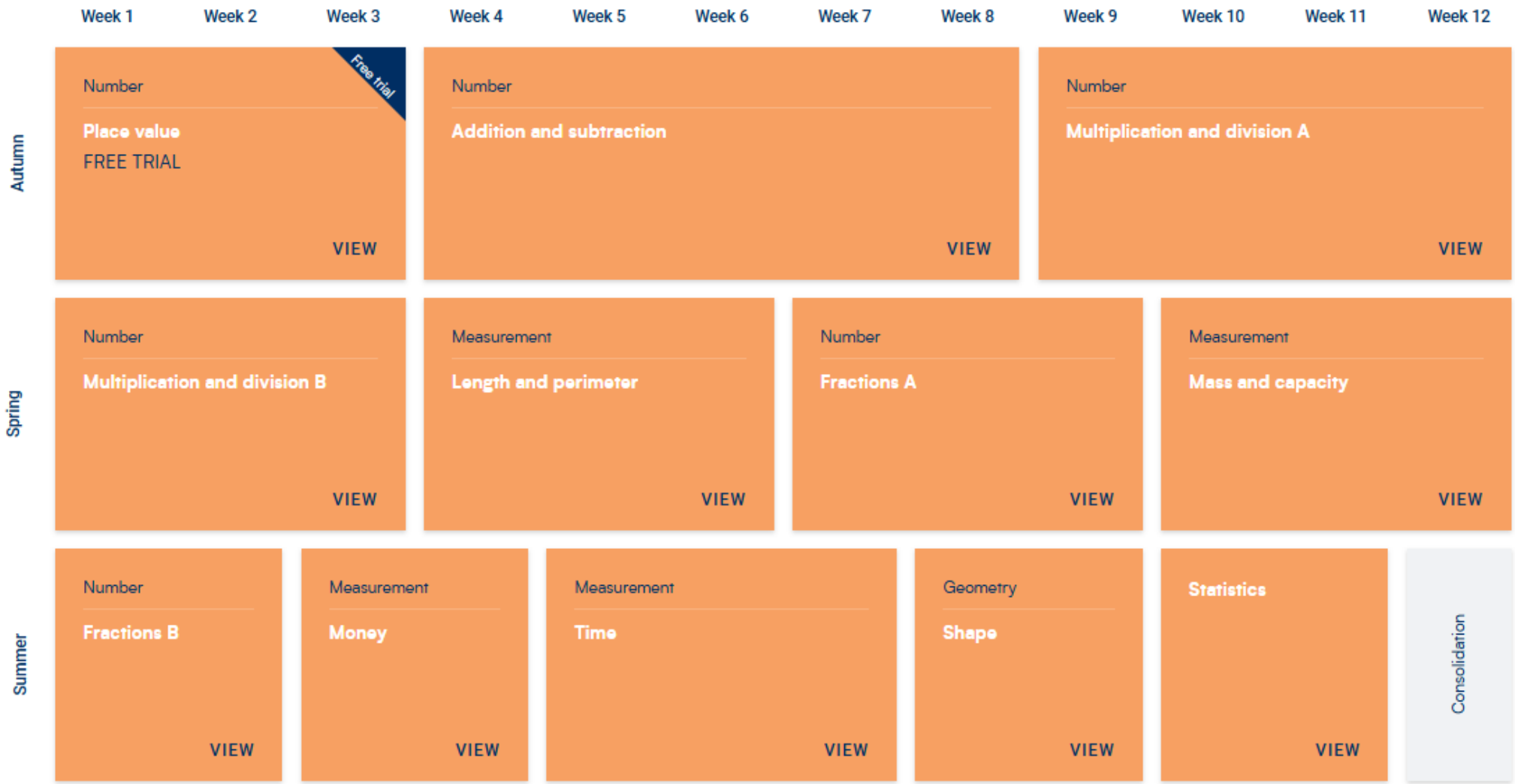
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
FREE TRIAL
Free trial
VIEW
Number
Addition and subtraction
VIEW
Geometry
Shape
VIEW
Spring
Measurement
Money
VIEW
Number
Multiplication and division
VIEW
Measurement
Length and height
VIEW
Measurement
Mass, capacity and temperature
VIEW
Summer
Number
Fractions
VIEW
Measurement
Time
VIEW
Statistics
VIEW
Geometry
Position and direction
VIEW
Consolidation

Year 3


Week 1
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Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
FREE TRIAL
Free trial
VIEW
Number
Addition and subtraction
VIEW
Number
Multiplication and division A
VIEW
Spring
Number
Multiplication and division B
VIEW
Measurement
Length and perimeter
VIEW
Number
Fractions A
VIEW
Measurement
Mass and capacity
VIEW
Summer
Number
Fractions B
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Geometry
Shape
VIEW
Statistics
VIEW
Consolidation

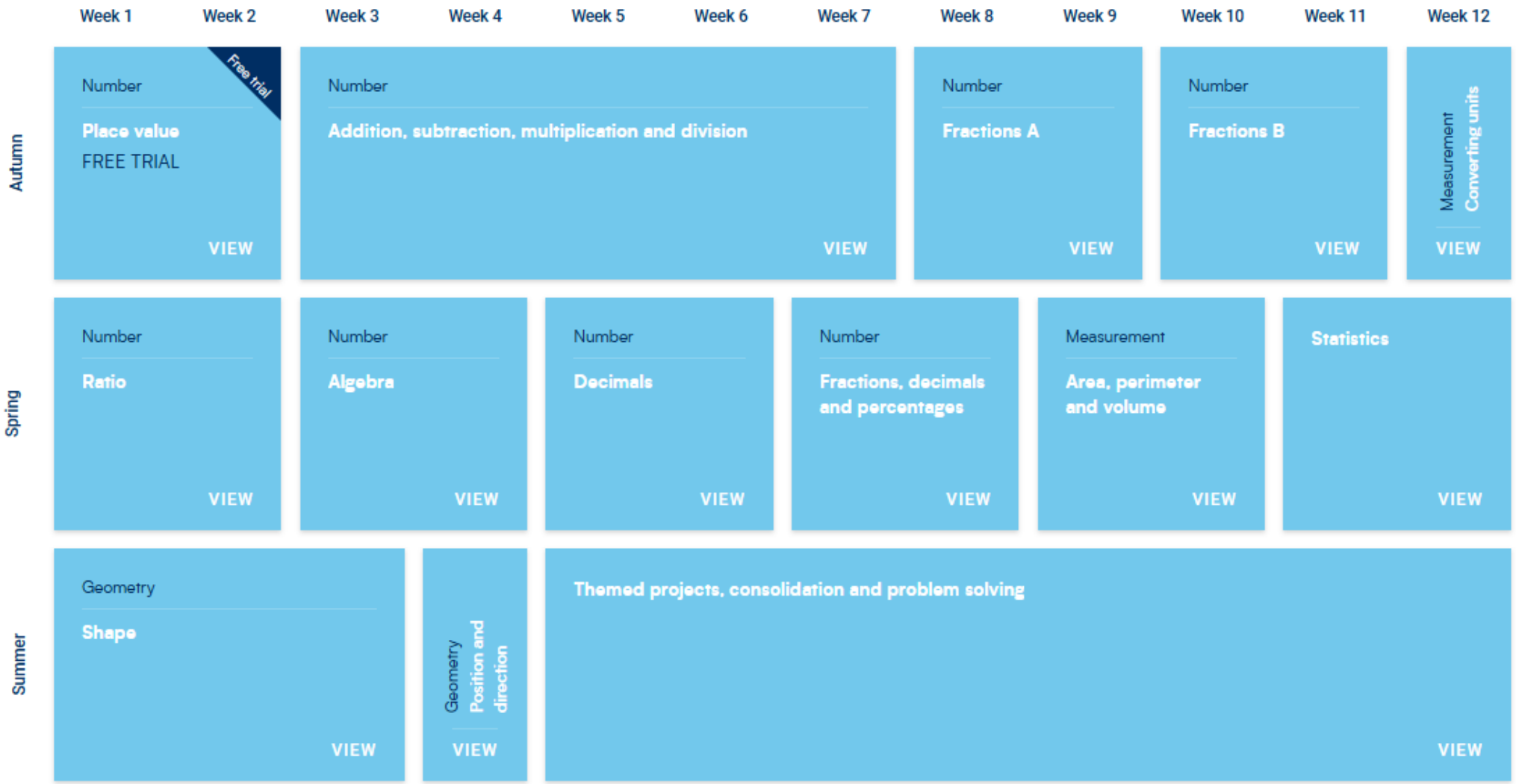
Year 4


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
Number
Place value
FREE TRIAL
VIEW
Free trial
Number
Addition and subtraction
VIEW
Measurement
Area
VIEW
Number
Multiplication and division A
VIEW
Consolidation
Spring
Number
Multiplication and division B
VIEW
Measurement
Length and perimeter
VIEW
Number
Fractions
VIEW
Number
Decimals A
VIEW
Summer
Number
Decimals B
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Consolidation
Geometry
Shape
VIEW
Statistics
VIEW
Geometry
Position and direction
VIEW

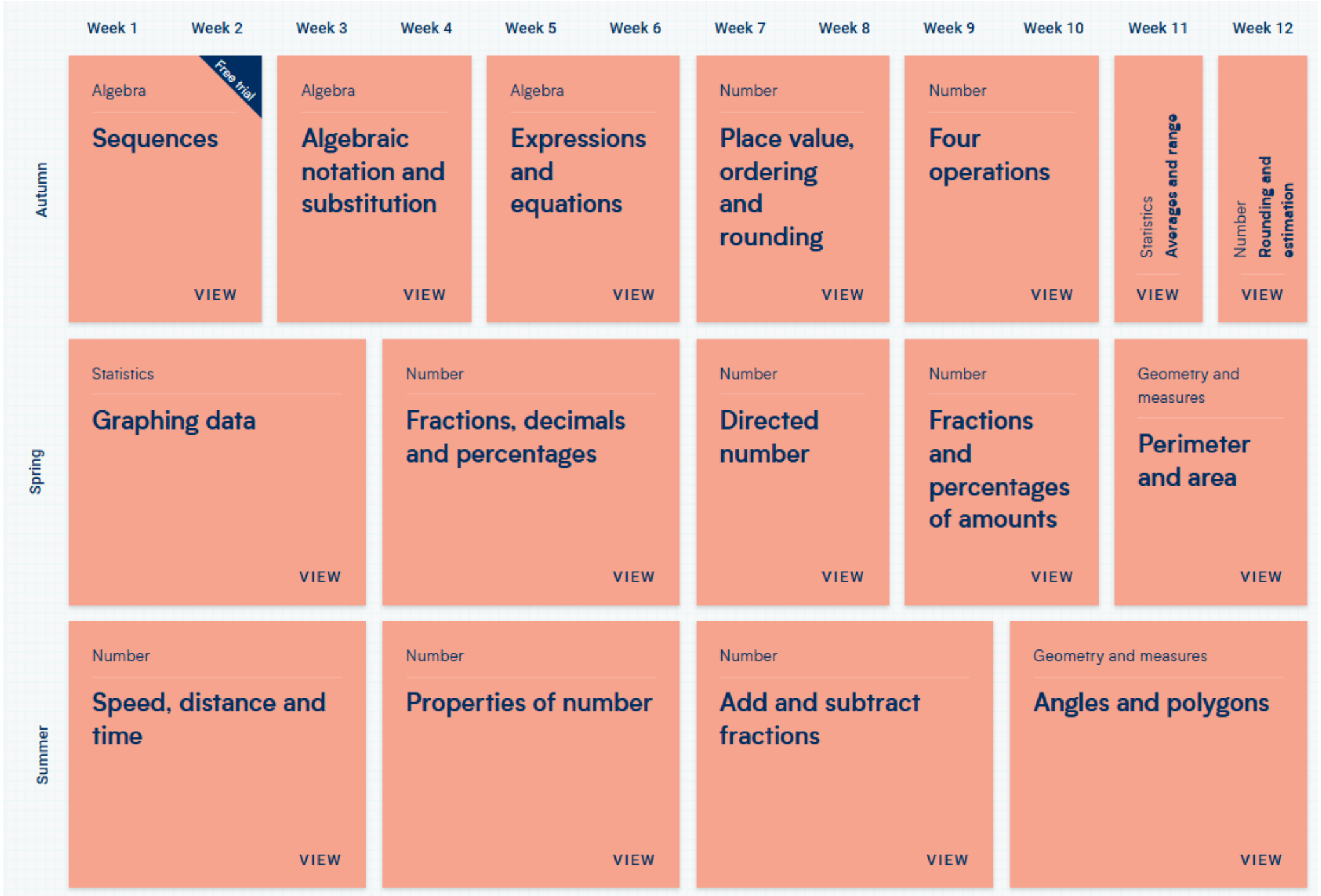
Year 5


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
Free trial
Number
Place value
FREE TRIAL
VIEW
Number
Addition and subtraction
VIEW
Number
Multiplication and division A
VIEW
Number
Fractions A
VIEW
Spring
Number
Multiplication and division B
VIEW
Number
Fractions B
VIEW
Number
Decimals and percentages
VIEW
Measurement
Perimeter and area
VIEW
Statistics
VIEW
Summer
Geometry
Shape
VIEW
Geometry
Position and direction
VIEW
Number
Decimals
VIEW
Number
Negative numbers
VIEW
Measurement
Converting units
VIEW
Measurement
Volume
VIEW

Year 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
Free trial
Number
Place value
FREE TRIAL
VIEW
Number
Addition, subtraction, multiplication and division
VIEW
Number
Fractions A
VIEW
Number
Fractions B
VIEW
Measurement
Converting units
VIEW
Spring
Number
Ratio
VIEW
Number
Algebra
VIEW
Number
Decimals
VIEW
Number
Fractions, decimals and percentages
VIEW
Measurement
Area, perimeter and volume
VIEW
Statistics
VIEW
Summer
Geometry
Shape
VIEW
Geometry
Position and direction
VIEW
Themed projects, consolidation and problem solving
VIEW

Year 7


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
Algebra
Free trial
Sequences
VIEW
Algebra
Algebraic notation and substitution
VIEW
Algebra
Expressions and equations
VIEW
Number
Place value, ordering and rounding
VIEW
Number
Four operations
VIEW
Statistics
Averages and range
VIEW
Number
Rounding and estimation
VIEW
Spring
Statistics
Graphing data
VIEW
Number
Fractions, decimals and percentages
VIEW
Number
Directed number
VIEW
Number
Fractions and percentages of amounts
VIEW
Geometry and measures
Perimeter and area
VIEW
Summer
Number
Speed, distance and time
VIEW
Number
Properties of number
VIEW
Number
Add and subtract fractions
VIEW
Geometry and measures
Angles and polygons
VIEW