

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
F1	The children focus on number recognition, counting and learning mathematical language throughout the year. They also start to compare objects and quantities and identify shapes. Their learning is linked to their class topic and covers the Early Years Outcomes.					
F2	<ul style="list-style-type: none"> • Number recognition • Counting 	<ul style="list-style-type: none"> • Number recognition • Counting beyond 10 	<ul style="list-style-type: none"> • Comparison • Finding the total • More than and less than • Writing numbers • Problem solving 	<ul style="list-style-type: none"> • Shape • Position • Measure • Patterns 	<ul style="list-style-type: none"> • Time • Money 	<ul style="list-style-type: none"> • Consolidation of key concepts
Year 1	<ul style="list-style-type: none"> • Counting to 10 • Number bonds • Addition and subtraction within 10 • 	<ul style="list-style-type: none"> • Position • Numbers to 20 • Addition and subtraction to 20 • Shape and patterns 	<ul style="list-style-type: none"> • Length and height • Numbers to 40 • Addition and subtraction word problems 	<ul style="list-style-type: none"> • Multiplication • Division • Fractions (half and quarter) • Money 	<ul style="list-style-type: none"> • Numbers to 100 • Time 	<ul style="list-style-type: none"> • Volume and capacity • Mass • Space
Year 2	<ul style="list-style-type: none"> • Place value of numbers to at least 100 • Addition and subtraction 	<ul style="list-style-type: none"> • Multiplication and division of 2, 5 and 10 • Length • Mass 	<ul style="list-style-type: none"> • Temperature • Graphs • Word problems 	<ul style="list-style-type: none"> • Money • 2D shapes • 3D shapes • Fractions 	<ul style="list-style-type: none"> • Time • SATs preparation 	<ul style="list-style-type: none"> • Volume • Consolidation of key concepts
Year 3	<ul style="list-style-type: none"> • Number and place value (to 1000) • Addition and subtraction 	<ul style="list-style-type: none"> • Multiplication and division (including 3, 4 and 8 x tables) • Mental strategies • Money 	<ul style="list-style-type: none"> • Fractions 	<ul style="list-style-type: none"> • Measure (length, mass, volume) • Statistics (drawing and interpreting graphs) 	<ul style="list-style-type: none"> • Time • Angles 	<ul style="list-style-type: none"> • Lines and shapes • Perimeter • Consolidation of key concepts

Year 4	<ul style="list-style-type: none"> • Number and place value (to 10,000) • Addition and subtraction 	<ul style="list-style-type: none"> • Multiplication and division (including all x tables to 12x12) • Time • Money 	<ul style="list-style-type: none"> • Fractions • Statistics 	<ul style="list-style-type: none"> • Decimals • Area • Mass, volume and length 	<ul style="list-style-type: none"> • Geometry • Angles 	<ul style="list-style-type: none"> • Roman numerals • Position and movement • Revision of key areas; revisit misconceptions
Year 5	<ul style="list-style-type: none"> • Number and place value (to 1,000,000) • Negative numbers • Addition and subtraction 	<ul style="list-style-type: none"> • Multiplication and division • Word problems 	<ul style="list-style-type: none"> • Fractions • Decimals 	<ul style="list-style-type: none"> • Decimals • Percentage • Position and movement • Roman numerals 	<ul style="list-style-type: none"> • Angles • Measurement (including time) 	<ul style="list-style-type: none"> • Area, perimeter and volume • Revision of key areas; revisit misconceptions
Year 6	<ul style="list-style-type: none"> • Place value (to 10,000,000), including negative numbers • Addition and subtraction • Multiplication and division 	<ul style="list-style-type: none"> • Fractions • Decimals • Percentage 	<ul style="list-style-type: none"> • Measures (area and volume) • Time • Ratio and proportion • Area and perimeter 	<ul style="list-style-type: none"> • Algebra • Circles • Statistics (pie charts and line graphs) • Angles 	<ul style="list-style-type: none"> • Shape and coordinates • Revision for SATs 	<ul style="list-style-type: none"> • Revision of key areas; revisit misconceptions