



As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

Maths

Mastering Number @ Reception

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20



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Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers



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Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – '5 and a bit'	Composition - of 10	Comparison – linked to ordinality Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting



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		Autumn		
		Short Block	Units	Early Learning Goals
EYFS	Shapes and Patterns (A)	Unit 1: ID #R349 Exploring and playing with symmetry	N/A	<p><u>3-4 year olds:</u> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p><u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns.</p>
		Unit 2: ID #R293 Exploring repetitive patterns	None, but the key mathematical topic of pattern is covered, as in Development Matters.	<p><u>3-4 year olds:</u> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p><u>Reception:</u> Continue, copy and create repeating patterns.</p>
	Time	Unit 1: ID #R277 Introducing time	11.1 Have a deep understanding of number to 10, including the composition of each number 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<p><u>3-4 year olds:</u> Recite numbers past 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p><u>Reception:</u> Count objects and actions. Compare numbers. Count beyond ten.</p>



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	Comparison and Measures	Unit 1: ID #R241 Comparing lengths	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>3-4 year olds:</u> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. <u>Reception:</u> Count objects and actions. Compare numbers. Compare length, weight and capacity.
		Unit 2: ID #R263 Comparing measures directly	12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>3-4 year olds:</u> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. <u>Reception:</u> Count objects and actions. Compare numbers. Compare length, weight and capacity.
	Shapes and Patterns (B)	Unit 1: ID #R331 Counting in 2s; odd/even numbers	11.1 Have a deep understanding of number to 10, including the composition of each number 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and	<u>3-4 year olds:</u> Solve real world mathematical problems with numbers up to 5. Talk about and identify the patterns around them. Notice and correct an error in a repeating pattern. <u>Reception:</u> Count objects, actions and sounds. Count beyond ten. Continue, copy and create repeating patterns.



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			odds, double facts and how quantities can be distributed equally.	
		Unit 2: ID #R367 Exploring and playing with 2-D shapes	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>3-4 year olds:</u> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," –with no pointing. <u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
	Spring			
	Short Block	Units	Early Learning Goals	Development Matters statements
Position and Time	Unit 1: ID #R661 Where is it?	N/A	<u>3-4 year olds:</u> Understand position through words alone – for example, "The bag is under the table," –with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. <u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	
	Unit 2: ID #R613 Time	<i>'Understanding the World' links to be made, as well as pre-requisite skills for telling the time in Y1.</i> Links loosely also with ELGs 11.1 and 12.2.	<u>3-4 year olds:</u> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <u>Reception:</u> N/A	



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	Comparison and Measures	Unit 1: ID #R577 Comparing weights	None, but the key mathematical topic of measures is covered, as in Development Matters .	<u>3-4 year olds</u> : Make comparisons between objects relating to size, length, weight and capacity. <u>Reception</u> : Compare length, weight and capacity.
		Unit 2: ID #R599 Measuring weights	11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>3-4 year olds</u> : Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. <u>Reception</u> : Count objects. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Compare length, weight and capacity.
		Unit 2: ID #R563 Count back to subtract	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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.	<u>3-4 year olds</u> : Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. <u>Reception</u> : Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10.
	Shapes	Unit 1: ID #R683 Explore and	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>3-4 year olds</u> : Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces



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		play with 3-D shapes		<p>for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p><u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
	Money and Coins	Unit 1: ID #R631 Coin recognition	<p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>11.3 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.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>3-4 year olds:</u> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p><u>Reception:</u> Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Explore the composition of numbers to 10.</p>
		Unit 2: ID #R647 Money role play	<p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>11.3 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.</p>	<p><u>3-4 year olds:</u> Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'.</p> <p><u>Reception:</u> Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.</p>



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		<p>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
Summer			
Block	Units	Early Learning Goals	Development Matters statements
Comparing and Measuring	Unit 1: ID #R911 Measuring outside	12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<p><u>3-4 year olds:</u> Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length and capacity.</p> <p><u>Reception:</u> Compare numbers. Compare length and capacity.</p>
Shapes and Sorting	Unit 1: ID #R953 Talking about shapes	None, but the key mathematical topic of shape is covered, as in Development Matters.	<p><u>3-4 year olds:</u> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p><u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
	Unit 2: ID #R977 Sorting	11.1 Have a deep understanding of number to 10, including the composition of each number.	<p><u>3-4 year olds:</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>



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				<p><u>Reception</u>: Count objects. Subitise. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
		<p>Unit 2: ID #R853 Clever counting</p>	<p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>3-4 year olds</u>: Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.</p> <p><u>Reception</u>: Count objects. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns.</p>
	<p style="text-align: center;">Time</p>	<p>Unit 1: ID #R937 Telling the time</p>	<p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p><u>3-4 year olds</u>: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. Say one number for each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p><u>Reception</u>: Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond.</p>
<p style="text-align: center;">Patterns</p>	<p>Unit 1: ID #R863 Doubling and halving</p>	<p>11.3 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.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens</p>	<p><u>3-4 year olds</u>: Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5.</p>	



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			and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.
		Unit 2: ID #R883 Fractions	12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. National Curriculum, Y1 Fractions: (i) recognise, find and name a half as one of two equal parts of an object, shape or quantity. (ii) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<u>3-4 year olds</u> : Develop fast recognition of up to 3 objects without counting. Say one number from each item in order. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts, showing the right number of objects to match the numeral. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. <u>Reception</u> : Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare capacity.



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Mastering Number @ Key Stage 1

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Year 1/2	Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Focus	Composition	Composition	Composition	Comparison	Counting, ordinality and cardinality	Composition
	Set 1	Practise subitising Recap the composition of 5	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Compare sets of objects by matching Use the language of comparison: <i>more than</i> and <i>fewer than</i>	Recap the order of numbers to 10 using the 'staircase' pattern Identify numbers that are '1 more' or '1 less' and apply this to sets of objects	Focus on numbers that can be made with 'doubles' Recap that even numbers can be made with 2 equal parts
	Autumn 2	Week 7	Week 8	Week 9	Week 10	Week 11	
	Focus	Composition	Composition	Composition	Composition	Counting, ordinality and cardinality	
	Set 2	Focus on odd and even numbers See that even numbers can be composed of 2s, and odd numbers have 'an odd 1'	Focus on the composition of 6 Use the 2-by-3 'egg box' pattern and the rekenrek to find all the ways that 6 can be composed	Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed	Focus on the composition of 10 Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed	Focus on representations of ordinality Compare number tracks and number lines	



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Spring 1	Week 12	Week 13	Week 14	Week 15	Week 16
Focus	Composition	Composition	Composition	Composition	Composition
Set 3	<p>Focus on the composition of 7</p> <p>Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed</p>	<p>Focus on the composition of 9</p> <p>Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed</p>	<p>Recap odd and even numbers by looking at their 'shape'</p> <p>Explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts</p>	<p>Explore the concept of part-part-whole, seeing that numbers can be partitioned into parts</p> <p>Use the language of 'whole', 'split' and 'part' alongside the part-part-whole diagram</p>	<p>Continue to explore how numbers can be partitioned</p> <p>Introduce systematic approach to partitioning</p> <p>Represent ways to partition numbers in a 'number house'</p>
Spring 2	Week 17	Week 18	Week 19	Week 20	Week 21
Focus	Composition	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
Set 4	<p>Continue to explore systematic partitioning of numbers within 10</p> <p>Connect 2 equal parts to doubling and halving</p>	<p>Practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers</p> <p>Connect this to 'first, then, now' stories</p>	<p>Explore the effect of adding or subtracting 2 to odd/ even numbers</p> <p>Apply to 'first, then, now' stories</p>	<p>Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction</p>	<p>Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction</p>



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Summer 1	Week 22	Week 23	Week 24	Week 25	Week 26
Focus	Composition	Counting, ordinality and cardinality	Number facts and arithmetic	Number facts and arithmetic	Composition
Set 5	<p>Focus on the composition of 11 to 15 as '10 and a bit'</p> <p>See this represented on a rekenrek, a double-decker bus, and in part-part-whole diagrams</p>	<p>Focus on the position of the numbers 11 to 15 on the number line</p> <p>Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line.</p>	<p>Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets (the aggregation structure of addition)</p> <p>Practise using knowledge of composition to identify the total/ sum</p>	<p>Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set (the augmentation structure of addition)</p> <p>Continue to use knowledge of composition to identify the total/ sum</p>	<p>Practise recalling the composition of the numbers 6, 7, 8 and 9</p> <p>NB This week of material offers activities to develop automaticity and could be spread out over this half-term</p>
Summer 2	Week 27	Week 28	Week 29	Week 30	Week 31
Focus	Composition	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
Set 6	<p>Focus on the composition of 11 to 19 as '10 and a bit'</p> <p>Use a range of representations including the Hungarian number frame and the rekenrek</p>	<p>Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction)</p>	<p>Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the reduction structure of subtraction)</p>	<p>Practise applying knowledge of composition when adding or subtracting</p> <p>Focus on the composition of 5, and 6 to 9 as '5 and a bit'</p>	<p>Practise applying knowledge of composition when adding or subtracting</p> <p>Focus on the composition of 10 and doubles within 10</p>



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White Rose Maths – Year 1 and 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 term	<p>Number</p> <hr/> Place value (within 20) <p>VIEW</p> <p><i>Free trial</i></p>			<p>Number</p> <hr/> Addition and subtraction (within 20) <p>VIEW</p>			<p>Number</p> <hr/> Place value (within 100) <p>VIEW</p>			<p>Geometry</p> <hr/> Shape <p>VIEW</p>		
Spring term	<p>Number</p> <hr/> Addition and subtraction (within 100) <p>VIEW</p>			<p>Number</p> <hr/> Multiplication and division <p>VIEW</p>			<p>Measurement</p> <hr/> Length and height <p>VIEW</p>			<p>Statistics</p> <hr/> VIEW	<p>Consolidation</p>	
Summer term	<p>Measurement</p> <hr/> Money <p>VIEW</p>	<p>Number</p> <hr/> Fractions <p>VIEW</p>			<p>Measurement</p> <hr/> Time <p>VIEW</p>			<p>Measurement</p> <hr/> Mass, capacity and temperature <p>VIEW</p>		<p>Geometry</p> <hr/> Position and ... <p>VIEW</p>	<p>Consolidation</p>	



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White Rose Maths - Year 3 and 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 term	Number Place value VIEW			Free trial Number Addition and subtraction VIEW	Number Multiplication and division A VIEW			Measurement Area VIEW				
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW	Number Fractions A VIEW		Measurement Mass and capacity VIEW		Number Fractions B VIEW				
Summer term	Measurement Time VIEW	Number Decimals VIEW		Measurement Money VIEW	Geometry Shape VIEW		Geometry Position and ... VIEW	Statistics VIEW				



St. Stephen's CE, Tockholes Science Overview



As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

White Rose Maths – 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 term	Number Place value VIEW		Number Place value VIEW	Number Addition and .. VIEW	Number Multiplication and division A VIEW		Number Fractions A VIEW			Number Multiplication and division B VIEW		
Spring term	Number Multiplication... VIEW	Number Fractions B VIEW		Number Decimals A VIEW		Measurement Area, perimeter and volume VIEW		Number Decimals B VIEW			Number Fractions, decimals and percentages VIEW	
Summer term	Ratio VIEW	Algebra VIEW	Geometry Shape VIEW		Geometry Position and direction VIEW		Statistics VIEW		Measurement Converting units VIEW			