

Long Term Curriculum Map for Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Number. Shapes. Sorting. Counting and matching. Sets of objects to compare. Recite past 5. Subitising. Cardinal number.	Shapes in environment Arrangements with shapes Language of size Comparing sets Patterns. Solving simple problems. Subitising. Cardinal number.	Counting, recite past 5. Numicon. Counting objects. Sounds. Positional language. Days of week/months. Separating groups. Shape pictures. Subitising. Cardinal number.	Counting sets. Castle pictures. Shapes in environment. Patterns around them. Repeating patterns. Comparing sizes- link to Goldilocks. Subitising. Cardinal number. Recite to 10.	Numbers- begin to recognise and write. Counting games. Counting sets. More/less. Symmetrical patterns- ladybird. Subitising. Cardinal number. Recite to 10. Shape-walk.	Money- shopping in role-play. Counting. Assessments. Positional language. Building with shapes. Teen numbers. Subitising. Cardinal number. Recite to 20. Length, weight, and capacity in play.
Reception	<p>Getting to know you – <i>Time to play and get to know the children</i></p> <p>Match and Compare - Matching and sorting.</p> <p>Talk about Measure and Patterns - Compare size. - Compare mass. - Compare capacity. - Exploring, copying, and creating simple patterns.</p> <p>-</p> <p>It's Me – 1, 2, 3!</p>	<p>Circles and Triangles - Identifying and naming. - Comparing. - Shapes in the environment. - Describe position.</p> <p>1,2,3,4,5 - Finding, subitising, representing 4 and 5. - 1 more - 1 less - Composition of 4 and 5. - Composition of 1-5.</p>	<p>Alive in 5! - Introducing zero. - Find 0 to 5. - Subitise 0 to 5. - Represent 0 to 5. - 1 more - 1 less - Composition - Conceptual subitising to 5.</p> <p>Mass and Capacity - Compare mass. - Find a balance. - Explore capacity. - Compare capacity.</p> <p>Growing 6, 7, 8 - Find 6, 7, 8.</p>	<p>Length, Height and Time - Explore length. - Compare length. - Explore height. - Compare height. - Talk about time. - Order and sequence time.</p> <p>Building 9 and 10 - Find 9 and 10. - Compare numbers to 10. - Represent 9 and 10.</p>	<p>To 20 and Beyond: - Build numbers beyond 10. - Continue patterns beyond 10. - Build numbers beyond 10. - Verbal counting beyond 20. - Verbal counting patterns.</p> <p>-</p> <p>How many now? - Add More. - How many did I add?</p>	<p>Sharing and Grouping: - Explore sharing. - Sharing - Explore grouping. - Grouping. - Even and odd sharing. - Play with and build doubles.</p> <p>Visualise, build, and map. - Identify units of repeating patterns. - Create own pattern rules.</p>

Headteacher: Mrs Rebecca Westall (BA Hons, MA, NPQH)

Tel: 01603 860334

Email: office@ghosthill.set.education

Website: www.ghosthill.norfolk.sch.uk

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	<ul style="list-style-type: none"> - Representing 1, 2 and 3 - Comparing 1, 2 and 3 - Composition of 1, 2 and 3 - Circles and triangles - Exploring pattern 	Shapes with 4 sides <ul style="list-style-type: none"> - Identifying and naming. - Combine shapes with 4 sides. - Shapes in the environment. - My day and night. 	<ul style="list-style-type: none"> - Representing 6, 7, 8 - 1 more - 1 less - Composition of 6, 7, 8 - Making pairs odd and even. - Double to 8 (find a double) - Double to 8 (make a double) - Combine 2 groups. - Conceptual subitising. 	<ul style="list-style-type: none"> - Conceptual subitising to 10. - 1 more - 1 less - Composition to 10. - Bonds to 10 (2 parts) - Make arrangements of 10. - Bonds to 10 (3 parts) - Doubles to 10 (find a double) - Explore even and odd. Explore 3D shapes <ul style="list-style-type: none"> - Recognise and names 3-D shapes. - Find 2-D shapes within 3-D shapes. - Use 3-D shapes for tasks. - 3-D shapes in the environment - Identify more complex patterns - Copy and continue patterns. - Patterns in the environment. 	<ul style="list-style-type: none"> - Take away. - How many did I take away? Manipulate, compose and decompose <ul style="list-style-type: none"> - Select shapes for a purpose. - Rotate shapes. - Manipulate shapes. - Explain shape arrangements. - Compose shapes. - Decompose shapes. - Copy 2-D shape pictures. - Find 2-D shapes within 3-D shapes. 	<ul style="list-style-type: none"> - Explore own pattern rules. - Replicate and build scene and constructions. - Visualise from different scenes and constructions. - Describe positions. - Give instructions to build. - Explore mapping. - Represent maps with models. - Create own maps from familiar places. - Create own maps and plans from story situations. Make connections. <ul style="list-style-type: none"> -Deepen understanding -Patterns and relationships.
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Year One	<ul style="list-style-type: none"> Place Value (within 10) Addition and Subtraction (within 10) 	<ul style="list-style-type: none"> Addition and subtraction (within 10) Geometry - Shape 	<ul style="list-style-type: none"> Place Value (within 20) Addition and Subtraction (within 20) 	<ul style="list-style-type: none"> Place value (within 50) Length and height Mass and Volume 	<ul style="list-style-type: none"> Multiplication and Division Fractions Geometry – Position and Direction 	<ul style="list-style-type: none"> Place Value (within 100) Money Time
Year Two	<ul style="list-style-type: none"> Place value Addition and Subtraction 	<ul style="list-style-type: none"> Addition and Subtraction continued. Geometry - Shape 	<ul style="list-style-type: none"> Money Multiplication and Division 	<ul style="list-style-type: none"> Fractions Time 	<ul style="list-style-type: none"> Time continued Length and Height Statistics 	<ul style="list-style-type: none"> Geometry - Position and Direction Mass, Capacity and Temperature.

Rationale:

We teach mathematics in this order because:

- This approach supports the fluidity required in the EYFS whilst still promoting the building blocks of knowledge children need in a progressive way
- This outline fully supports children's full access to the National Curriculum in Key Stage 1
- Maths is able to be taught in a practical format, using the concrete, pictorial, abstract (CPA) approach
- Consolidation time and spaced learning opportunities are built in. Teachers also have the flexibility to extend or reduce the length of time a unit takes them if pupil's need more/less time to consolidate their understanding.

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