

Eaves Primary School Mathematics Curriculum Map 2022-2023



Eaves Primary School- Early Years Foundation Stage Curriculum Map - Nursery 2022-2023- SUMMARY DOCUMENT						
Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	It's good to be me!	Houses and Homes (Home!)	Day and Night The Weather	Growing	Creatures great and small	Journeys
Mathematics Number & Shape, Space and Measures	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Count in everyday situations to take or give 1,2, or 3 objects from a group. Matching and sorting (colour, type, size, category, shape) Compare sizes and weights using gesture and language.	<p>One</p> <p>Subitise</p> <p>Recognise 1</p> <p>Showing 1 in different representations</p> <p>Cardinality, Ordinality and Counting</p> <p>Count one (object)</p> <p>Composition</p> <p>Say what one is not.</p> <p>Choose items based on their shape which are appropriate for the child's purpose.</p> <p>Two</p> <p>Subitise two.</p> <p>Cardinality, Ordinality and Counting</p> <p>Ordinality of 2</p> <p>Count two (object)</p> <p>Composition</p> <p>Comparison</p> <p>Compare sets just by looking.</p> <p>Take part in finger rhymes with numbers.</p>	<p>Three</p> <p>Subitise three</p> <p>Cardinality, Ordinality and Counting</p> <p>Ordinality of 3</p> <p>Count three (object)</p> <p>Composition</p> <p>Say what it is and what it is not</p> <p>Composition of 3.</p> <p>Comparison</p> <p>Compare sets just by looking.</p> <p>Link to traditional tales</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Take part in finger rhymes with numbers.</p>	<p>Four</p> <p>Subitise four</p> <p>Cardinality, Ordinality and Counting</p> <p>Ordinality of 4 Count four (object)</p> <p>Composition</p> <p>Say what it is and what it is not</p> <p>Composition of 4.</p> <p>Comparison</p> <p>Compare sets just by looking.</p> <p>In meaningful contexts, find the longer or shorter of two items.</p> <p>Take part in finger rhymes with numbers.</p>	<p>Five</p> <p>Subitise five</p> <p>Cardinality, Ordinality and Counting</p> <p>Ordinality of 5</p> <p>Count five (object)</p> <p>Composition</p> <p>Say what it is and what it is not</p> <p>Composition of 5.</p> <p>Comparison</p> <p>Compare sets just by looking.</p> <p>Talk about and identify the patterns around them.</p> <p>In meaningful contexts, find heavier or lighter of two items.</p> <p>Take part in finger rhymes with numbers.</p>	<p>Five</p> <p>Subitise five</p> <p>Cardinality, Ordinality and Counting</p> <p>Ordinality of 5</p> <p>Count five (object)</p> <p>Composition</p> <p>Say what it is and what it is not</p> <p>Composition of 5.</p> <p>Comparison</p> <p>Compare sets just by looking.</p> <p>Understand position through words alone.</p> <p>Discuss and describe routes and locations using words such as in front of and behind.</p> <p>In meaningful contexts, find more/ less full of two items.</p> <p>Develop 1:1 correspondence, including by co-ordinating movement and counting (up to 5)</p>

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Eaves Primary School- Early Years Foundation Stage Curriculum Map - Reception 2022-2023- SUMMARY DOCUMENT						
Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Adventurers & explorers	Family	Our World	A World of Make Believe	Growing & Minibeasts	Animals
Mathematics Number & Shape, Space and Measures	<p><u>Subitising</u> within 3</p> <p><u>Cardinality, ordinality and counting</u> – number rhymes, counting by using 1:1 correspondence</p> <p><u>Composition</u> – see that all numbers can be made of 1s</p> <p><u>Comparison</u> – more than & fewer than</p> <p><u>Shape, Space, Measure</u> – repeating patterns</p>	<p><u>Subitising</u> within 5</p> <p><u>Cardinality, ordinality and counting</u> - develop counting skills, explore the cardinality of 5, begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p><u>Composition</u> – explore the concept of ‘wholes’ and ‘parts’</p> <p><u>Comparison</u> – use a range of strategies including subitising and matching</p> <p><u>Shape, Space, Measure</u> – Select, rotate and manipulate shapes to develop spatial reasoning skills</p>	<p><u>Subitising</u> within 5, exploring patterns & arrangements, small / sub groups & 1 more</p> <p><u>Cardinality, ordinality and counting</u> - develop verbal counting to 20 & beyond</p> <p><u>Composition</u> – develop object counting skills. Order numbers. Linking cardinal and ordinal representations of number</p> <p><u>Comparison</u> - compare sets by matching and identifying when equal</p> <p><u>Shape, Space, Measure</u> – Compare length / height</p>	<p><u>Subitising</u> – exploring symmetrical patterns (linking to doubles)</p> <p><u>Cardinality, ordinality and counting</u> - working with larger numbers within 10 & becoming more familiar with the counting pattern beyond 20</p> <p><u>Composition</u> – odd and even numbers, looking at the ‘shape’ of these numbers, begin to link even numbers to doubles begin to explore the composition of numbers within 10</p> <p><u>Comparison</u> – compare numbers, reasoning about which is more / fewer</p> <p><u>Shape, Space, Measure</u> – Compose and decompose shapes to recognise a shape can have other shapes within it (just like numbers can)</p>	<p><u>Subitising</u> structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</p> <p><u>Cardinality, ordinality and counting</u></p> <p><u>Composition</u> – explore the composition of 10</p> <p><u>Comparison</u> - order sets of objects, linking this to understanding of the ordinal number system.</p> <p><u>Shape, Space, Measure</u> – Compare weight</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p><u>Shape, Space, Measure</u> – Compare capacity</p>

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Year 1			
Unit number	Maths area	Specific topic	Details
Autumn 1			
1	NPV	Previous Reception experiences and Counting within 100.	• 1NPV–1 Count within 100, forwards and backwards, starting with any number. • 1.9 Composition of numbers: 20–100
2	NPV	Comparison of quantities and part-whole relationships	• 1NPV–1 Count within 100, forwards and backwards, starting with any number. • 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$. • 1.1 Comparison of quantities and measures • 1.2 Introducing 'whole' and 'parts': part–part–whole
Autumn 2			
3	NPV AS	Numbers 0 to 5	• 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$. • 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • 1.3 Composition of numbers: 0–5
Spring 1			
4	G	Recognise, compose, decompose and manipulate 2d and 3d shapes	• 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.
5	NPV AS	Numbers 0 to 10	• 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$. • 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • 1.4 Composition of numbers: 6–10
Spring 2			
6	AS	Additive Structures	Additive structures • 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. • 1.5 Additive structures: introduction to aggregation and partitioning • 1.6 Additive structures: introduction to augmentation and reduction

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7	NF	Addition and Subtraction within 10	<ul style="list-style-type: none"> • 1NF–1 Develop fluency in addition and subtraction facts within 10. • 1.7 Addition and subtraction: strategies within 10
Summer 1			
8	NPV	Numbers 0-20	<ul style="list-style-type: none"> • 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$, $>$ and $=$. • 1.10 Composition of numbers: 11–19
9	NF	Unitising and coin recognition	<ul style="list-style-type: none"> • 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. • 2.1 Counting, unitising and coins
Summer 2			
10	G	Position and direction	White Rose Summer Term Week 7 (Year 1)
11	M	Time	White Rose Summer Term Week 11 and 12 (Year 1)

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Year 2			
Unit number	Maths area	Specific topic	Details
Autumn 1			
1	NPV	Numbers 10-100	<ul style="list-style-type: none"> • 2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. • 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. • 1.8 Composition of numbers: multiples of 10 up to 100 • 1.9 Composition of numbers: 20-100
2	AS	Calculations within 20	<ul style="list-style-type: none"> • 2AS-1 Add and subtract across 10. • 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". • 1.11 Addition and subtraction: bridging 10 • 1.12 Subtraction as difference
Autumn 2			
3	NF	Fluently add and subtract within 10	<ul style="list-style-type: none"> • 2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. • 1.7 Addition and subtraction: strategies within 10
4	AS	Addition and subtraction of 2 digit numbers (1)	<ul style="list-style-type: none"> • 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • 1.13 Addition and subtraction: two-digit and single-digit numbers • 1.14 Addition and subtraction: two-digit numbers and multiples of ten
Spring 1			
5	MD	Introduction to multiplication	<ul style="list-style-type: none"> • 2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • 2.2 Structures: multiplication representing equal groups • 2.3 Times tables: groups of 2 and commutativity (part 1) • 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1 • 2.5 Commutativity (part 2), doubling and halving
6	MD	Introduction to division structures	<ul style="list-style-type: none"> • 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). • 2.6 Structures: quotitive and partitive division
Spring 2			
7	F	Fractions	3.0 Guidance on the teaching of fractions in Key Stage 1 White Rose Spring Term Week 10-12 (Year 2)

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8	AS	Addition and subtraction of 2 digit numbers (2)	2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. • 1.15 Addition: two-digit and two-digit numbers • 1.16 Subtraction: two-digit and two-digit numbers
Summer 1			
9	G	Shape	2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.
10	M	Money	White Rose Autumn Term Weeks 9 and 10
11	M	Time	White Rose Summer Term Weeks 7 and 8
12	G	Position and Direction	White Rose Summer Term week 3
Summer 2			
13	MD	Multiplication and division-doubling and halving, quotative and partitive division	• 2.5 Commutativity (part 2), doubling and halving • 2.6 Structures: quotative and partitive division
14	M	Sense of measure-capacity, volume, mass	White Rose Summer Term Week 1 and 9
15	S	Statistics	White Rose Spring Term Week 5

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Year 3			
Unit number	Maths area	Specific topic	Details
Autumn 1			
1	AS NF	Adding and Subtracting across 10	<ul style="list-style-type: none"> • 2AS–1 Add and subtract across 10. • 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. • 1.11 Addition and subtraction: bridging 10 Flashback on counting money WK 4 Autumn Term WR (Mon, Tue- both revs on WR) Then teach WR Autumn week 4- converting £ and p notation (Thursday and Friday WR)
2	NPV AS NF	Numbers to 1000	<ul style="list-style-type: none"> • 3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. • 3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. • 3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. • 3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. • 3AS–1 Calculate complements to 100. • 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). • 1.17 Composition and calculation: 100 and bridging 100 • 1.18 Composition and calculation: three-digit numbers
Autumn 2			
3	G	Right angles	<ul style="list-style-type: none"> • 3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.
4	AS	Manipulating the additive relationship and securing mental calculation	<ul style="list-style-type: none"> • 3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. • 1.19 Securing mental strategies: calculation up to 999

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Spring 1			
5	AS	Column addition	• 3AS–2 Add and subtract up to three-digit numbers using columnar methods. • 1.20 Algorithms: column addition
6	MD NF	2, 4, 8 times tables	• 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. • 3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. • 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). • 2.7 Times tables: 2, 4 and 8, and the relationship between them
Spring 2			
7	AS	Column subtraction	• 3AS–2 Add and subtract up to three-digit numbers using columnar methods. • 1.21 Algorithms: column subtraction
Summer 1			
8	F	Unit Fractions	• 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). • 3.1 Preparing for fractions: the part-whole relationship • 3.2 Unit fractions: identifying, representing and comparing
Summer 2			
9	F	Non unit fractions	• 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3F–3 Reason about the location of any fraction within 1 in the linear number system. • 3F–4 Add and subtract fractions with the same denominator, within 1. • 3.3 Non-unit fractions: identifying, representing and comparing • 3.4 Adding and subtracting within one whole
10	G	Parallel and perpendicular sides in polygons Properties of shape	• 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. White Rose Summer Term week 8- Recognise and describe 2d shapes, recognise and describe 3d shapes, make 3d shapes.
11	M	Time	White Rose Spring Term week 6 (Wed to Fri) Add in White Rose Spring Term Interpret bar charts, pictograms and tables revisions in WR Wk5 Thurs and Fr, Wk6 Monday.
12	M	Length, mass and capacity	White Rose Spring Term week 7 Length White Rose Summer Term week 9 Mass and 10 Capacity

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Year 4			
Unit number	Maths area	Specific topic	Details
Autumn 1			
1	AS	Review of column addition and subtraction	<ul style="list-style-type: none"> • 3AS–2 Add and subtract up to three-digit numbers using columnar methods. • 1.20 Algorithms: column addition • 1.21 Algorithms: column subtraction
2	NPV NF	Numbers to 10,000	<ul style="list-style-type: none"> • 4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. • 4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. • 4NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. • 4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. • 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). • 1.22 Composition and calculation: 1,000 and four-digit numbers
Autumn 2			
3	G	Perimeter	<ul style="list-style-type: none"> • 4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. • 2.16 Multiplicative contexts: area and perimeter 1
4	NF	3, 9, 12 times tables	<ul style="list-style-type: none"> • 4NF–1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. • 2.8 Times tables: 3, 6 and 9, and the relationship between them
Spring 1			
5	NF	7 times table	<ul style="list-style-type: none"> • 4NF–1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. • 2.9 Times tables: 7 and patterns within/across times tables
Spring 2			
6	MD NF	Understanding and manipulating multiplicative relationships	<ul style="list-style-type: none"> • 4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. • 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. • 4MD–3 Understand and apply the distributive property of multiplication. • 4NF–3 Apply place-value knowledge to known additive and

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			multiplicative number facts (scaling facts by 100) • 2.10 Connecting multiplication and division, and the distributive law • 2.13 Calculation: multiplying and dividing by 10 or 100
7	G	Coordinates	• 4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
Summer 1			
8	F	Review of fractions	• 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3.1 Preparing for fractions: the part-whole relationship
9	F	Fractions greater than 1	• 4F–1 Reason about the location of mixed numbers in the linear number system. • 4F–2 Convert mixed numbers to improper fractions and vice versa. • 4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. • 3.5 Working across one whole: improper fractions and mixed numbers
Summer 2			
10	G	Symmetry in 2d shapes Quadrilaterals	4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. White Rose Summer Term week 8- Compare and classify geometric shapes- quadrilaterals based on properties and sizes.
11	M	Time	White Rose Summer Term week 5-6
12	NF	Division with remainders	4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders. • 2.12 Division with remainders
13	S	Statistics	White Rose Summer Term week 7 Interpret and present discrete and continuous data- bar and time graphs White Rose Year 5 Autumn Term week 3- Using the graphs solve comparison sum and difference problems

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Year 5			
Unit number	Maths area	Specific topic	Details
Autumn 1			
1	NPV NF	Decimal fraction	5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. • 5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning. • 5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. • 5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. • 5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). * Decimal notation to 3dp • 1.23 Composition and calculation: tenths • 1.24 Composition and calculation: hundredths and thousandths Add in- Recognise and write decimal equivalents $\frac{1}{4}$, $\frac{3}{4}$ (Y4NC) White Rose Summer Term week 1 (Y4)
2	NPV	Money	1.25 Addition and subtraction: money
Autumn 2			
3	NPV	Negative numbers	1.27 Negative numbers: counting, comparing and calculating
4	NF MD	Short multiplication and short division	• 5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. • 5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context. • 2.14 Multiplication: partitioning leading to short multiplication • 2.15 Division: partitioning leading to short division
Spring 1			
5	G	Area and scaling	• 5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units. • 2.16 Multiplicative contexts: area and perimeter 1 • 2.17 Structures: using measures and comparison to understand scaling
Spring 2			
6	MD	Calculating with decimal fractions	• 5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. • 2.19 Calculation: \times/\div decimal fractions by whole numbers • 2.29 Decimal place-value knowledge, multiplication and division

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7	MD	Factors, multiples and primes	<ul style="list-style-type: none"> • 5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. • 2.20 Multiplication with three factors and volume • 2.21 Factors, multiples, prime numbers and composite numbers
Summer 1			
8	F	Fractions	<ul style="list-style-type: none"> • 5NPV–5 Convert between units of measure, including using common decimals and fractions. • 5F–1 Find non-unit fractions of quantities. • 5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system. • 5F–3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions. • 3.6 Multiplying whole numbers and fractions • 3.7 Finding equivalent fractions and simplifying fractions • 3.10 Linking fractions, decimals and percentages
Summer 2			
9	NPV	Converting units	<ul style="list-style-type: none"> • 5NPV–5 Convert between units of measure, including using common decimals and fractions.
10	G	Angles	5G–1 Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.
11	G	Position and direction	White Rose Summer Term week 8 Position and direction

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Year 6			
Unit number	Maths area	Specific topic	Details
Autumn 1			
1	AS MD	Calculating using knowledge of structures (1)	6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). • 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. • 1.28 Common structures and the part–part–whole relationship • 1.29 Using equivalence and the compensation property to calculate
2	NPV NF	Multiples of 1,000	• 1.26 Composition and calculation: multiples of 1,000 up to 1,000,000
Autumn 2			
3	NPV	Numbers up to 10, 000, 000	6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). • 6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. • 6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. • 6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. • 1.30 Composition and calculation: numbers up to 10,000,000 White Rose Year 5 Autumn Term week 3- Read Roman numerals to 1000. Recognise years.
4	G	Draw, compose and decompose shapes	• 6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
Spring 1			
5	MD	Multiplication and division	6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. • 2.18 Using equivalence to calculate • 2.23 Multiplication strategies for larger numbers and long multiplication • 2.24 Division: dividing by two-digit divisors • 2.25 Using compensation to calculate
6	M	Area and perimeter,	2.30 Multiplicative contexts: area and perimeter 2 White Rose (Year 5) Spring Term week 3- volume and capacity

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		position and direction	
Spring 2			
7	F	Fractions and percentages	6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions. • 6F–2 Express fractions in a common denominator and use this to compare fractions that are similar in value. • 6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy. • 3.8 Common denominator: more adding and subtracting • 3.9 Multiplying fractions and dividing fractions by a whole number • 3.10 Linking fractions, decimals and percentages Y5 NC- Recognise % and recognise % as a fraction. White Rose Spring Term week 3- Percentages of amounts and missing values
10	AS MD	Calculating using knowledge of structures (2)	6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. • 1.29 Using equivalence and the compensation property to calculate
Summer 1			
8	S	Statistics	Recap on Y4 learning White Rose Summer Term week 1
9	AD MS	Ration and proportion	• 6AS/MD–3 Solve problems involving ratio relationships. • 2.27 Scale factors, ratio and proportional reasoning
11	AS AD	Solving problems with two unknowns	6AS/MD–4 Solve problems with 2 unknowns. • 1.31 Problems with two unknowns
Summer 2			
12	AS MD	Order of operations	• 2.22 Combining multiplication with addition and subtraction • 2.28 Combining division with addition and subtraction
13	S	Mean average	• 2.26 Mean average and equal shares

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Blue has been added in to ensure NC coverage across year groups- WR used