Maths Long Term Overview – 2023/2024

INTENT	The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Match, sort and compare Measure and patterns Numbers 1, 2, 3	Shape- 3 sides Numbers 1, 2, 3, 4 and 5 Shape – 4 sides	All about 5 Mass and capacity Numbers 6, 7 and 8	Length, height and time Numbers 9 and 10 3d shapes	To 20 Amounts Compose and decompose	Sharing and grouping Visualise, build and map
Year 1	Number formation Place value within 10 Addition and subtraction within 10	Addition and subtraction within 10 Place value within 20 Shape	Addition and subtraction within 20 Place value within 50 Length and height	Mass and Volume Place Value within 100	Multiplication and division Fractions Position and direction	Money Time Consolidation
Year 2	Pre-assessments	Money	Place Value	Arithmetic Missing	Shape	TAF Gap Filling

Year						
	Place Value Addition and Subtraction	Multiplication and Division Shape and Symmetry	Fractions Position and Direction Time	Numbers Length, Weight, Capacity and Temperature Statistics	Arithmetic Methods SATS/TAF Revision	Problem Solving and Investigations
Year 3	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Time Shape Statistics
Year 4	Place value – 4 weeks Addition and subtraction – 2 weeks	Addition and subtraction – 1 week Area – 1 week Multiplication and division – 6 weeks Consolidation/revision – 1 week	Length and perimeter – 2 weeks Fractions – 4 weeks	Decimals – 3 weeks Consolidation/recap -1 week	Decimals – 2 weeks Money – 2 weeks Time – 2 weeks	Shape – 2 weeks Statistics – 1 week Position and direction – 2 weeks
Year 5	Place value (3 wks) Addition & subtraction (2 wks) Multiplication & division A (1 wk)	Consolidation (1 wk) Multiplication & division A (2 wks) Fraction A (4 wks) Multiplication & division B (2 wks)	Consolidation (3 days) Fractions B (2 wks) Decimals & percentages (3 wks) Perimeter & Area (2 wks)	Consolidation (3 days) Statistics (2 wks) Shape (3 wks)	Consolidation (4 days) Position & direction (2 wks) Decimal (3 wks)	Consolidation (1 wk) Negative numbers (1 wk) Converting units (2 wks) Volume (1 wk)

Year 6	Place Value Addition & Subtraction Multiplication & Division	Fractions Converting units	Ratio Algebra Decimals	Fractions, decimals & percentages Area, perimeter & Volume Statistics	Shape & angle Position and direction SATs	Maths projects
IMPACT	Everyone will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Everyone will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language Everyone will solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.					
Unicef Article	**Article 28 Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.** **Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**					