Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Mathematics Whole School Overview

EYFS (Mastering Number Programme 2023 24)

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	SSM Pattern, Shape & Space and Measures (Not Covered by Mastery in Number)
Autumn 1 **Children will:**	• perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds.	• relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting.	• see that all numbers can be made of 1s • compose their own collections within 4.	• understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'.	**Pattern:** •Continuing an AB Pattern •Copying an AB Pattern •Make their own AB pattern. •Spotting an error in an AB pattern. • Identifying the unit of repeat. **Shape & Space:** • Developing spatial awareness: experiencing different viewpoints. • Developing Spatial Vocabulary. • Shape awareness: developing shape awareness through construction. **Measures:** • Recognising attributes. • Comparing amounts of continuous quantities.
Autumn 2 **Children will:**	• continue from first half-term • subitise within 5, perceptually and conceptually,	• continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5	• explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be	• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching	**Pattern:** •Continuing an AB Pattern •Copying an AB Pattern •Make their own AB pattern. •Spotting an error in an AB pattern. • Identifying the unit of repeat.

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	depending on the arrangements.	• begin to recognise numerals, relating these to quantities they can subitise and count.	taken apart and some of which cannot • explore the composition of numbers within 5.	• compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	**Shape & Space:** • Developing spatial awareness: experiencing different viewpoints. • Developing Spatial Vocabulary. • Shape awareness: developing shape awareness through construction. **Measures:** • Recognising attributes. • Comparing amounts of continuous quantities.
Spring 1 **Children will:**	• increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns.	• continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number.	• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'.	• continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal.	**Pattern:** • Continuing an ABC pattern. • Continuing a pattern that ends mid-unit. • Make their own ABB, ABBC patterns. • Spotting an error in an ABB pattern • Symbolising the unit structure. **Shape & Space:** • Representing spatial relationships. • Identifying similarities between shapes. **Measures:** • Showing awareness of comparison in estimating and predicting. • Comparing indirectly. • Recognising the relationship between the size and the number of units.

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Spring 2 **Children will:**	• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	• continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20.	• explore the composition of 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.	• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	**Pattern:** • Continuing an ABC pattern. • Continuing a pattern that ends mid-unit. • Make their own ABB, ABBC patterns. • Spotting an error in an ABB pattern • Symbolising the unit structure. **Shape & Space:** • Representing spatial relationships. • Identifying similarities between shapes. **Measures:** • Showing awareness of comparison in estimating and predicting. • Comparing indirectly. • Recognising the relationship between the size and the number of units.
Summer 1 **Children will:**	• continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement,	• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting.	• explore the composition of 10.	• order sets of objects, linking this to their understanding of the ordinal number system.	**Pattern:** • Generalising Structures to another context or mode. • Making a pattern which repeats around a circle. • Making a pattern around a border with a fixed number of spaces. • Pattern-spotting around us. **Shape & Space:** • Showing awareness of properties of shape.

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Mathematics Whole School Overview

	or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised.				• Describing properties of shape. • Developing an awareness of relationships between shapes. **Measure**: • Beginning to use units to compare things. • Beginning to use time to sequence events. • Beginning to experience specific time durations.
Summer 2	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.				**Pattern:** • Generalising Structures to another context or mode. • Making a pattern which repeats around a circle. • Making a pattern around a border with a fixed number of spaces. • Pattern-spotting around us. **Shape & Space:** • Showing awareness of properties of shape. • Describing properties of shape. • Developing an awareness of relationships between shapes. **Measure**: • Beginning to use units to compare things. • Beginning to use time to sequence events.

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		• Beginning to experience specific time durations.

Year 1/2 (Mastering Number Programme 2023 24)

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Mathematics Whole School Overview

Year 3

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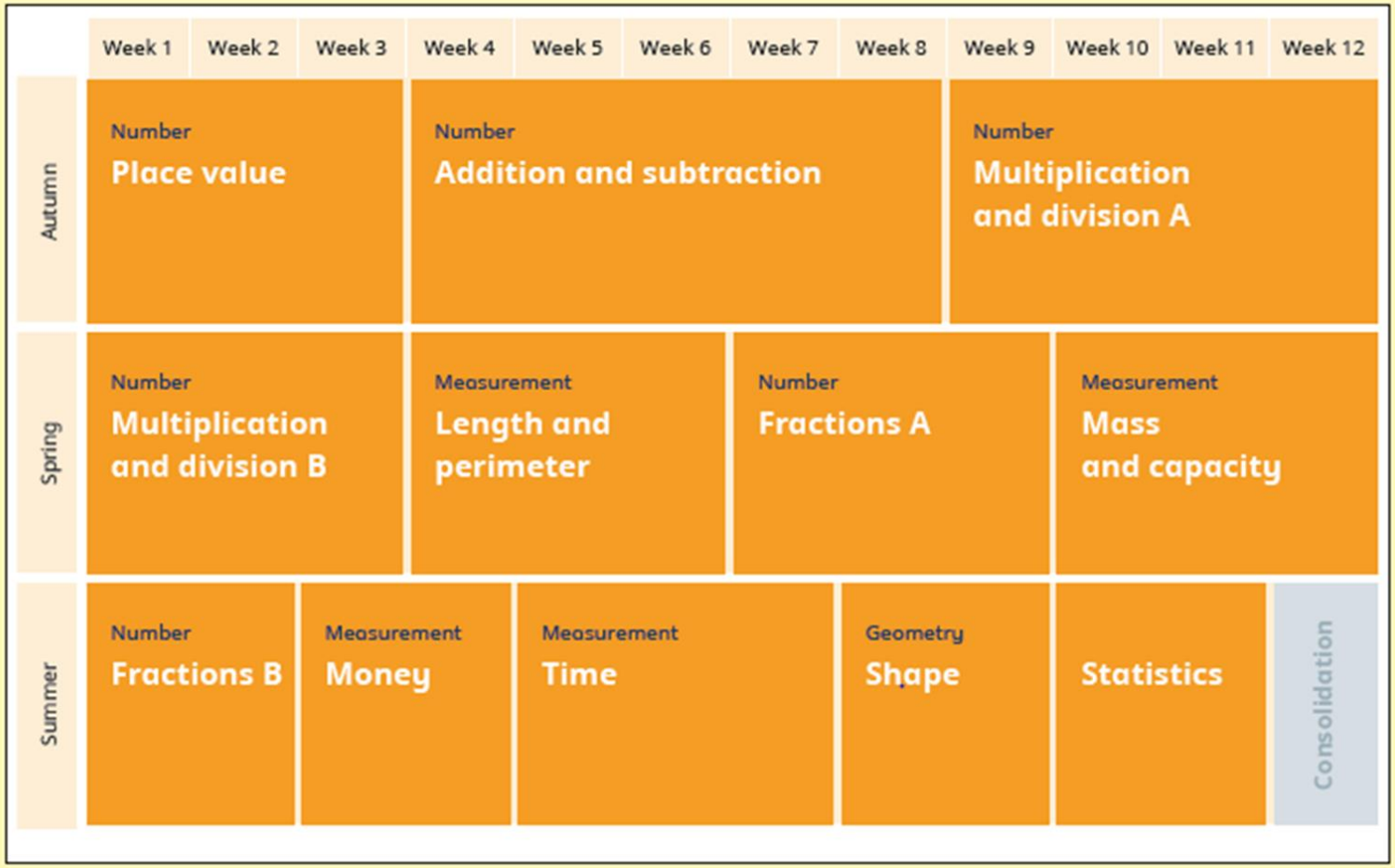

Year 4 (Mastering Number Programme 2023 24)

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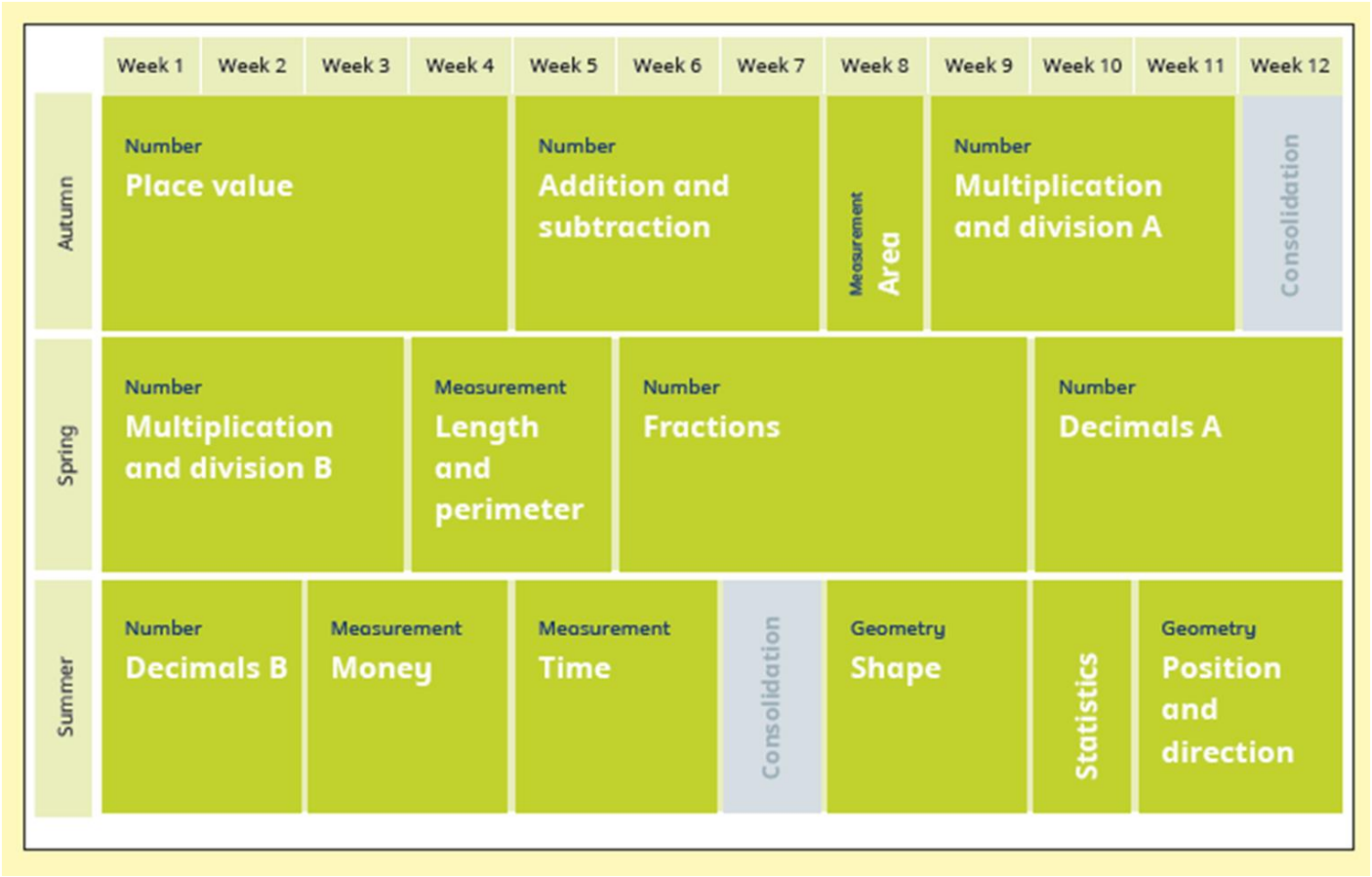
Mathematics Whole School Overview



Year 5 (Mastering Number Programme 2023 24)

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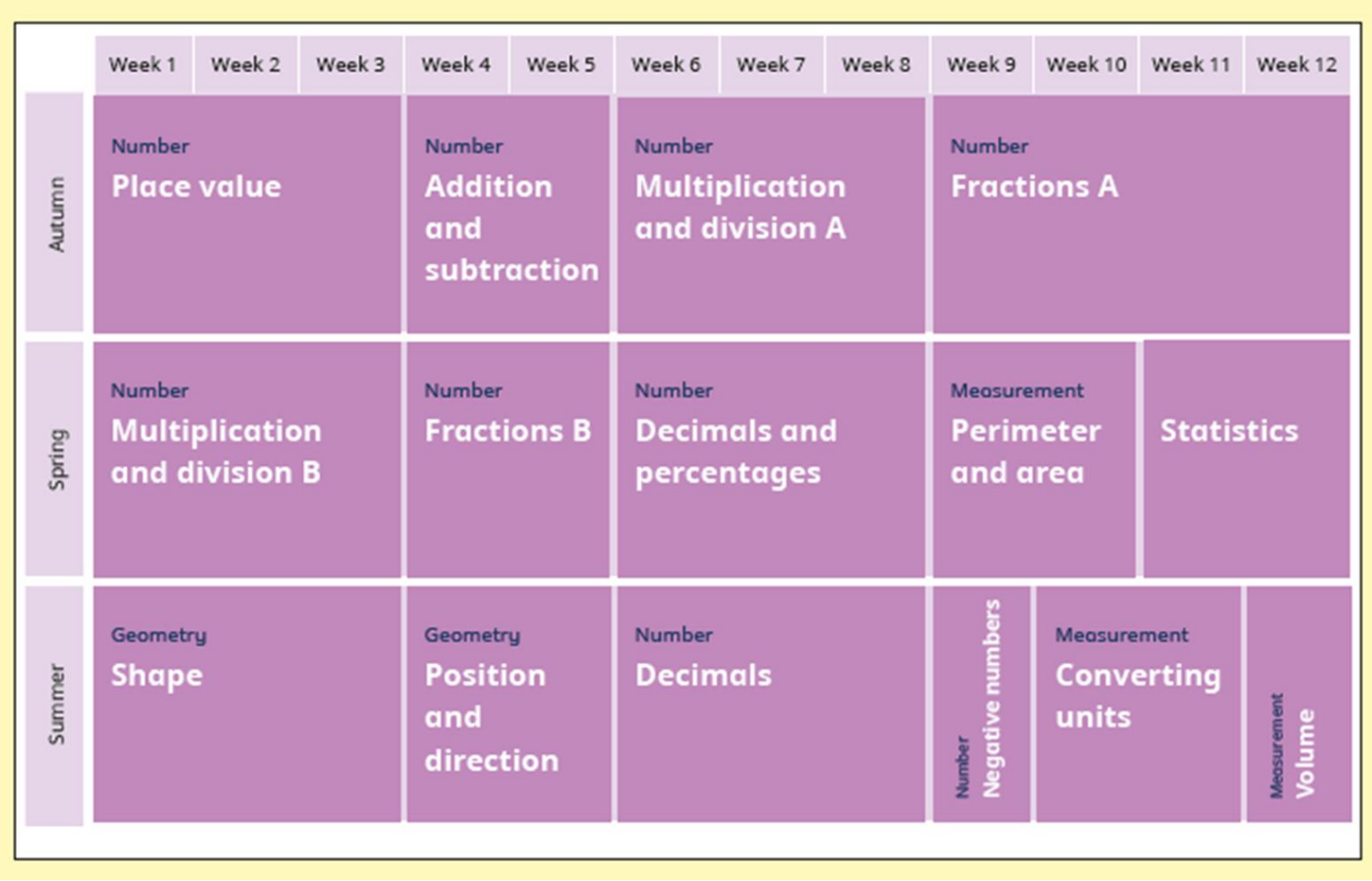
Mathematics Whole School Overview



Year 6

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Mathematics Whole School Overview