

WHPS Maths Curriculum 2023-24

Reception

Note: Reception overview is slightly different to the Y1-6 overviews. This overview simply shows the Mastering Number programme content that Reception use to teach all number objectives. Reception teachers will change the timings of units and lessons to suit the children's needs and developmental stages. They will also insert opportunities to teach the non-number related objectives from the Early Learning Goals.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------------|--|--|---------------------------------------|--|---|---------------------------------------|--|--|
| Autumn 1 MN | 4.9.23 | 11.9.23 | 18.9.23 | 25.9.23 | 2.10.23 | 9.10.23 | 16.10.23 | |
| | Settling in | Settling in | Subitising within 3 | Focus on counting skills | Explore how all numbers are made of 1s The composition of 3 and 4 | Subitise objects and sounds | Comparison of sets - 'just by looking' Use the language: more than and fewer than | |
| Autumn 2 MN | 30.10.23 | 6.11.23 | 13.11.23 | 20.11.23 | 27.11.23 | 4.12.23 | 11.12.23 | 18.12.23 |
| | Counting skills Five-ness of 5 using one hand and the die pattern for 5 | Comparison of sets - by matching Use the language: more than, fewer than, an equal number | 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. | Wiggle room for non-number objectives | Wiggle room for non-number objectives | Wiggle room - Whole school christmas maths exploration |
| Spring 1 MN | 8.1.24 | 15.1.24 | 22.1.24 | 29.1.24 | 5.2.24 | | | |
| | 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: more than, fewer than, an equal number to Make unequal sets equal | | | |
| Spring 2 MN | 19.2.24 | 26.2.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 | | |

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|----------------|---|--|---|---|--|---------------------------------------|---------------------------------------|---------------------------------------|
| | Focus on the 'staircase' pattern and ordering numbers | Focus on ordering of numbers to 8 Use language of less than | Focus on 7 | Doubles – explore how some numbers can be made with 2 equal parts | Sorting numbers according to attributes - odd and even numbers | Wiggle room for non-number objectives | | |
| Summer 1 MN | 15.4.24 | 22.4.24 | 29.4.24 | 6.5.24 | 13.5.24 | 20.5.24 | | |
| | 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 | Wiggle room for non-number objectives | | |
| Summer 2 MN | 3.6.24 | 10.6.24 | 17.6.24 | 24.6.24 | 1.7.24 | 8.7.24 | 15.7.24 | 22.7.24 |
| | Subitise to 5 Introduce the rekenrek | Review and Assess Automatic recall of bonds to 5 | Review and Assess Composition of numbers to 10 | Review and Assess Comparison | Review and Assess Number patterns | Review and Assess Counting | Wiggle room for non-number objectives | Wiggle room for non-number objectives |

Year 1

Wiggle room is built in for all year groups to allow teachers to address misconceptions, pre-teacher or re-teach in response to the cohort's needs, and adjust their timetable as required.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------|--|---|--|---|--|---|---|-------------|
| Autumn 1 | 4.9.23 | 11.9.23 | 18.9.23 | 25.9.23 | 2.10.23 | 9.10.23 | 16.10.23 | |
| | Settling in - number games based on R objectives | Place value within 10 | | | | | Addition and subtraction within 10 | |
| MN | Settling in | 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: more than and fewer than | 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 | 30.10.23 | 6.11.23 | 13.11.23 | 20.11.23 | 27.11.23 | 4.12.23 | 11.12.23 | 18.12.23 |
| | Addition and subtraction within 10 | | | | | 3D shape | | 2D shape |
| MN | 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 | Wiggle room | Wiggle room | Wiggle room |
| Spring 1 | 8.1.24 | 15.1.24 | 22.1.24 | 29.1.24 | 5.2.24 | | | |
| | Place value within 20 | | | Addition and subtraction within 20 | | | | |
| MN | Focus on the | Focus on the | Recap odd and | Explore the | Continue to explore | | | |

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|-------------|--|--|---|---|--|----------------|--|
| | composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed | composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed | even numbers by looking at their 'shape' 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 | concept of part-part-whole, seeing that numbers can be partitioned into parts Use the language of 'whole', 'split' and 'part' alongside the part-part-whole diagram | how numbers can be partitioned Introduce systematic approach to partitioning Represent ways to partition numbers in a 'number house' | | |
| Spring 2 | 19.2.24 | 26.2.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 | |
| | Addition and subtraction within 20 | | Place value within 50 | | Length and height | | |
| MN | Continue to explore systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving | Practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers Connect this to 'first, then, now' stories | Explore the effect of adding or subtracting 2 to odd/ even numbers Apply to 'first, then, now' stories | Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction | Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction | Wiggle room | |
| Summer 1 | 15.4.24 | 22.4.24 | 29.4.24 | 6.5.24 | 13.5.24 | 20.5.24 | |
| | Mass and volume | | Multiplication and division | | Geometry position and direction | | |
| MN | Focus on the composition of 11 to 15 as '10 and a bit' See this represented on a rekenrek, a doubledecker bus, and in part-part-whole diagrams | Focus on the position of the numbers 11 to 15 on the number line Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line. | Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets (the aggregation structure of addition) Practise using knowledge of composition to identify the total/ sum | Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set (the augmentation structure of addition) Continue to use knowledge of composition to identify the total/ sum | Practise recalling the composition of the numbers 6, 7, 8 and 9 NB This week of material offers activities to develop automaticity and could be spread out over this half-term | Wiggle room | |

| Summer 2 | 3.6.24 | 10.6.24 | 17.6.24 | 24.6.24 | 1.7.24 | 8.7.24 | 15.7.24 | 22.7.24 |
|-------------|---|---|--|--|--|-------------|-------------|-------------|
| | Place value within 100 | | | | Measurement - money | Time | | Wiggle room |
| MN | Focus on the composition of 11 to 19 as '10 and a bit' Use a range of representations including the Hungarian number frame and the rekenrek | Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction) | Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the reduction structure of subtraction) | Practise applying knowledge of composition when adding or subtracting Focus on the composition of 5, and 6 to 9 as '5 and a bit' | Practise applying knowledge of composition when adding or subtracting Focus on the composition of 10 and doubles within 10 | Wiggle room | Wiggle room | Wiggle room |

Year 2

Wiggle room is built in for all year groups to allow teachers to address misconceptions, pre-teacher or re-teach in response to the cohort's needs, and adjust their timetable as required.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------|--|--|--|---|---|---|--|--|
| Autumn 1 | 4.9.23 | 11.9.23 | 18.9.23 | 25.9.23 | 2.10.23 | 9.10.23 | 16.10.23 | |
| | Settling in - number games based on Y1 objectives | Numbers within 100 | | | Addition and subtraction of 2 digit numbers | | | |
| MN | Settling in | Focus on the composition of 6, 7, 8 and 9 as '5 and a bit | Compare numbers within 10 using language of comparison when comparing sets of objects and numbers Use the inequality and equals symbols in expressions and equations | Focus on odd/even parts when even numbers are composed of 2 parts, including when 2 parts are equal (doubles) | Focus on the composition of 6 Identify missing addends and complete missing symbols expressions and equations using the equals or inequality symbol | Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed Apply to expressions and equations | 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 Apply to expressions and equations | |
| Autumn 2 | 30.10.23 | 6.11.23 | 13.11.23 | 20.11.23 | 27.11.23 | 4.12.23 | 11.12.23 | 18.12.23 |
| | Multiplication and division: 2, 5, 10 | | | Time | | Fractions (Y1 content - see white rose/early steps in NCETM PD materials) | Wiggle room | Wiggle room - Whole school christmas maths exploration |
| MN | Focus on the composition of odd numbers including being made of 2s and 1 more, or 1 odd part and 1 even part | Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed Apply knowledge to expressions and equations | Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed Apply knowledge to expressions and equations | Focus on the composition of the numbers 11 to 19 as '10 and a bit' Apply to missing addend equations | Compare numbers within 20 Use proportional reasoning to identify the position of numbers within 20 in the linear number system, using midpoints of 5, 10 and 15 | Wiggle room | Wiggle room | Wiggle room |

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|-------------|--|---|--|--|---|---------------------|
| Spring 1 | 8.1.24 | 15.1.24 | 22.1.24 | 29.1.24 | 5.2.24 | |
| | Fractions | | | Addition and subtraction of 2 digit numbers (regrouping and adjusting) | | |
| MN | Focus on doubling numbers to 10, using the '5 and a bit' structure to double 6, 7, 8 and 9 | Focus on the composition of 20 Use known facts within 10 to find missing parts of 20 when the known part is greater than 10 | Apply knowledge of facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary | Use knowledge of doubles to calculate near doubles See that near doubles are adjacent numbers See that the sum in a near double is odd | Develop understanding of near doubles Identify different strategies for near doubles, doubling the smaller addend and adding 1 or the larger addend and subtracting 1 | |
| Spring 2 | 19.2.24 | 26.2.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 |
| | Addition and subtraction of 2 digit numbers (regrouping and adjusting) | | | Measures: Money | | Numbers within 1000 |
| MN | Add 3 numbers using known facts - identifying bonds of 10 and knowledge of the composition of 11 to 19 as '10 and a bit' | Add 2 numbers by 'bridging through 10' | Consolidate understanding of adding 2 numbers by 'bridging through 10' Solve missing addend problems | Subtract by 'bridging through 10' | Consolidate understanding of subtracting by 'bridging through 10' | Wiggle room |

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|-------------|---|---|---|---|---|------------------|
| Summer 1 | 15.4.24 | 22.4.24 | 29.4.24 | 6.5.24 | 13.5.24 | 20.5.24 |
| | Numbers within 1000 | | Mass, Capacity and Volume | Fractions review | SATs wiggle room | SATs wiggle room |
| MN | Connect the order of multiples of 10 to the order of numbers within 10 Use proportional reasoning to identify the | Connect missing addend problems to subtraction problems | Subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10 | Practise subtracting within 20, selecting from a range of strategies See that all subtractions can be solved by thinking of how a number is | Focus on the composition of 20 Use known facts within 10 to find missing part of 20 when the known part is less than 10 | Wiggle room |

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|-----------|---|---|---|--|---|---|----------------|----------------|
| | position of numbers within 100 in the linear number system | | | composed and identifying the missing part | | | | |
| Summer 2 | 3.6.24 | 10.6.24 | 17.6.24 | 24.6.24 | 1.7.24 | 8.7.24 | 15.7.24 | 22.7.24 |
| | Statistics | | Position and direction | | Revision wiggle room (can be used at any point in the year - based on TA) | Revision wiggle room (can be used at any point in the year - based on TA) | Wiggle room | Wiggle room |
| MN | Use knowledge of composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations | Consolidate doubles and near doubles Introduce strategy of adding two adjacent odd numbers or two adjacent even numbers into a double | Consolidate understanding and develop fluency in transforming addition calculations involving two adjacent odd or two adjacent even numbers into a double | Develop fluency in bonds within 10 and apply this to calculations within and across the 10-boundary using a range of optional activities | Number facts and arithmetic - a range of 6 sessions providing optional activities to provide practice and opportunities for assessment | Wiggle room | Wiggle room | Wiggle room |

Year 3

Wiggle room is built in for all year groups to allow teachers to address misconceptions, pre-teacher or re-teach in response to the cohort's needs, and adjust their timetable as required.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------|---|--|----------------------|---------------------------------|-------------------|-------------|--------------------------|--|
| Autumn 1 | 4.9.23 | 11.9.23 | 18.9.23 | 25.9.23 | 2.10.23 | 9.10.23 | 16.10.23 | |
| | Settling in - number games based on Y2 objectives | Numbersense and Exploring calculating strategies | | Place value to 1000 | | | Addition and subtraction | |
| Autumn 2 | 30.10.23 | 6.11.23 | 13.11.23 | 20.11.23 | 27.11.23 | 4.12.23 | 11.12.23 | 18.12.23 |
| | Addition and subtraction | | | | | Wiggle room | Wiggle room | Wiggle room - Whole school christmas maths exploration |
| Spring 1 | 8.1.24 | 15.1.24 | 22.1.24 | 29.1.24 | 5.2.24 | | | |
| | Multiplication and Division (A) | | | Multiplication and Division (B) | | | | |
| Spring 2 | 19.2.24 | 26.2.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 | | |
| | Fractions (A) | | Length and Perimeter | | Mass and capacity | | | |
| Summer 1 | 15.4.24 | 22.4.24 | 29.4.24 | 6.5.24 | 13.5.24 | 20.5.24 | | |
| | Fractions (B) | | | | Wiggle room | Money | | |
| Summer 2 | 3.6.24 | 10.6.24 | 17.6.24 | 24.6.24 | 1.7.24 | 8.7.24 | 15.7.24 | 22.7.24 |
| | Money | Time | Shape | | Statistics | Wiggle room | Wiggle room | Wiggle room |

Year 4

Wiggle room is built in for all year groups to allow teachers to address misconceptions, pre-teacher or re-teach in response to the cohort's needs, and adjust their timetable as required.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------|---|---|--------------------------------------|--------------------------|---|--|-------------|--|
| Autumn 1 | 4.9.23 | 11.9.23 | 18.9.23 | 25.9.23 | 2.10.23 | 9.10.23 | 16.10.23 | |
| | Settling in - number games based on Y3 objectives | Place value to 10,000 | | Addition and subtraction | | 3, 6, 9 x tables | | |
| Autumn 2 | 30.10.23 | 6.11.23 | 13.11.23 | 20.11.23 | 27.11.23 | 4.12.23 | 11.12.23 | 18.12.23 |
| | Perimeter | | Roman numerals | 7, 11, 12 x tables | Understanding and manipulating multiplicative relationships | | Wiggle room | Wiggle room - Whole school christmas maths exploration |
| Spring 1 | 8.1.24 | 15.1.24 | 22.1.24 | 29.1.24 | 5.2.24 | | | |
| | Understanding and manipulating multiplicative relationships | | Introduction to short multiplication | Time | Coordinates | | | |
| Spring 2 | 19.2.24 | 26.2.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 | | |
| | Review of fractions | Fractions greater than 1 and equivalences | | | Times tables revision (can be placed anywhere in the year) | Times tables revision (can be placed anywhere in the year) | | |
| Summer 1 | 15.4.24 | 22.4.24 | 29.4.24 | 6.5.24 | 13.5.24 | 20.5.24 | | |
| | Fractions and decimals | | | Division with remainders | | | | |
| Summer 2 | 3.6.24 | 10.6.24 | 17.6.24 | 24.6.24 | 1.7.24 | 8.7.24 | 15.7.24 | 22.7.24 |
| | MTC Week (approx) | MTC Week (approx) | Symmetry in 2D shapes | Problem Solving | | Wiggle room | Wiggle room | Wiggle room |

Year 5

Wiggle room is built in for all year groups to allow teachers to address misconceptions, pre-teacher or re-teach in response to the cohort's needs, and adjust their timetable as required.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------|---|-------------------------------------|-----------------------------|---------------------------------------|--|--|-----------------------------|--|
| Autumn 1 | 4.9.23 | 11.9.23 | 18.9.23 | 25.9.23 | 2.10.23 | 9.10.23 | 16.10.23 | |
| | Settling in - number games based on Y4 objectives | Reasoning with large whole integers | | | Integer addition and subtraction | | Multiplication and division | |
| Autumn 2 | 30.10.23 | 6.11.23 | 13.11.23 | 20.11.23 | 27.11.23 | 4.12.23 | 11.12.23 | 18.12.23 |
| | Multiplication and division | | Decimal fractions | | | Money | Wiggle room | Wiggle room - Whole school christmas maths exploration |
| Spring 1 | 8.1.24 | 15.1.24 | 22.1.24 | 29.1.24 | 5.2.24 | | | |
| | Fractions (y4 revision) | Fractions | | | | | | |
| Spring 2 | 19.2.24 | 26.2.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 | | |
| | Perimeter and Area | | Angles | | Times tables revision (can be placed anywhere in the year) | Times tables revision (can be placed anywhere in the year) | | |
| Summer 1 | 15.4.24 | 22.4.24 | 29.4.24 | 6.5.24 | 13.5.24 | 20.5.24 | | |
| | Factors, multiples and primes | | Division and multiplication | | Converting measures | | | |
| Summer 2 | 3.6.24 | 10.6.24 | 17.6.24 | 24.6.24 | 1.7.24 | 8.7.24 | 15.7.24 | 22.7.24 |
| | 2D and 3D shapes | | | Negative numbers (from Y5 White Rose) | Statistics (from Y5 White Rose) | | Wiggle room | Wiggle room |

Year 6

Wiggle room is built in for all year groups to allow teachers to address misconceptions, pre-teacher or re-teach in response to the cohort's needs, and adjust their timetable as required.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------|---|--|---|---|--|--|-------------|--|
| Autumn 1 | 4.9.23 | 11.9.23 | 18.9.23 | 25.9.23 | 2.10.23 | 9.10.23 | 16.10.23 | |
| | Settling in - number games based on Y5 objectives | Reviewing place value, addition and subtraction strategies | | Multiplication and division | | | Fractions | |
| Autumn 2 | 30.10.23 | 6.11.23 | 13.11.23 | 20.11.23 | 27.11.23 | 4.12.23 | 11.12.23 | 18.12.23 |
| | Fractions | | | Percentages and statistics | | | Wiggle room | Wiggle room - Whole school christmas maths exploration |
| Spring 1 | 8.1.24 | 15.1.24 | 22.1.24 | 29.1.24 | 5.2.24 | | | |
| | Angles | Decimals and measures | | | Coordinates and shape | | | |
| Spring 2 | 19.2.24 | 26.2.24 | 4.3.24 | 11.3.24 | 18.3.24 | 25.3.24 | | |
| | Coordinates and shape | Ratio and proportion | | | Times tables revision (can be placed anywhere in the year) | Times tables revision (can be placed anywhere in the year) | | |
| Summer 1 | 15.4.24 | 22.4.24 | 29.4.24 | 6.5.24 | 13.5.24 | 20.5.24 | | |
| | Wiggle room - SATs revision and preparation | Wiggle room - SATs revision and preparation | Wiggle room - SATs revision and preparation | Wiggle room - SATs revision and preparation | SATS week | Wiggle room for residential (date TBC) | | |
| Summer 2 | 3.6.24 | 10.6.24 | 17.6.24 | 24.6.24 | 1.7.24 | 8.7.24 | 15.7.24 | 22.7.24 |
| | Scaling, congruence and possibilities | Compensation to calculate | Distributive law | Systematic method | Algebra | Area of triangles and parallelograms | Wiggle room | Wiggle room |

