St Theresa's Catholic Primary School

"to do the little things well"

Maths Curriculum Map 2026-2027

Maths Curriculum Intent: Through the three aims of the curriculum we aim to 'build mathematicians' who are fluent, can problem solve and reason. Children will build upon their knowledge each year as we explore through a CPA (concrete, pictorial, abstract) approach. They will apply their knowledge in different contexts to help them become resilient and determined learners as well as helping promote a depth of understanding across all strands.

	Autumn	Spring	Summer
EYFS	**Numbers up to 3** **Numbers up to 4** **Numbers up to 5** **Measure** **Geometry** **Number** • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. **Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	**Numbers up to and including 6,7,8,9 and 10** **Pattern** **Spatial and shape** **Number** • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. **Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	**Addition and subtraction** Add and subtract one from numbers up to 10 **Count beyond 10** **Measure** **Pattern** **Geometry** **Spatial** **Number** **Number** • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts **Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Based on Tara Loughran's Build a Sequence.

St Theresa's Catholic Primary School

"to do the little things well"

	Autumn	Spring	Summer
Year 1	**Number: Place value (within 10)** Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 10 in numerals. Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least **Number: Addition and Subtraction (within 10)** Represent and use number bonds and related subtraction facts within 10 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. **Measure** Money Recognise and know the value of different denominations of coins and notes **Geometry** Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Number: Place Value** Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 20 in numerals. Given a number, identify one more and one less Measure and begin to record the following: -lengths and heights **Measure** Compare, describe and solve practical problems for: -capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following -capacity and volume **Addition and Subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero. Not crossing the tens boundary and drawing on bonds to 10 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. **Place Value** Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 50 in numerals. Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least	**Multiplication and Division** Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find, and name a quarter as one of four equal parts of an object, shape or quantity. **Time** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Compare, describe and solve practical problems for: • time [for example, quicker, slower, earlier, later] Measure and begin to record the following: time (hours, minutes, seconds. **Position and Direction** Describe position, direction, and movement, including whole, half, quarter, and three-quarter turns. **Addition and Subtraction** Add and subtract one-digit and two-digit numbers to 20, including zero. Cross the boundary for example 7 + 8 or 14 – 6 **Place value** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals. **Measurement – Mass** Compare, describe, and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record the following: mass/weight

Based on Tara Loughran's Build a Sequence.

St Theresa's Catholic Primary School

"to do the little things well"

	Autumn	Spring	Summer
Year 2	**Number: Place Value** PV of digits in TO Partitioning numbers into T and O Estimate and recognise numbers on a number line Compare and Order numbers up to 100 using > < and = **Addition and Subtraction** Bonds of multiples of 10 2 digit both numbers are tens 2 digit + tens e.g. 43 + 30 (not crossing 100) 2 digit and ones not crossing the bounday **Reinforce putting the biggest number first** **Money** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. **Addition and Subtraction** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens Just pairs of multiples if 10 at this stage, extended to three multiples of 10 Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and ones **Multiplication and Division (Carry on into Spring)** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	**Number: Place value** Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens **Measure** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = **Multiplication & Division** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Count in steps of 3 from 0 forward and backward **Fractions** Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ **Geometry** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects. **Addition and Subtraction** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers Not crossing boundaries. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	**Addition and Subtraction** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: Two two-digit numbers Cross 10 boundaries **Measure: Time** Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day **Position and Direction** Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). **Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data. **Getting Year 3 ready** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers Cross 10 boundaries Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Based on Tara Loughran's Build a Sequence.

St Theresa's Catholic Primary School

"to do the little things well"

	Autumn	Spring	Summer
Year 3	**Number: Place Value** Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas. **Number: Addition and Subtraction** Add 3 single digits (up to) 3 digit + ones (up to) 3 digit + tens (up to) 3 digit + hundreds (up to) 3 digit - ones (up to) 3 digit - tens (up to) 3 digit - hundreds TO+ TO crossing hundreds TO – TO crossing tens (Column method not required at this point in the year) **Measure: Perimeter** Simple 2d shapes **Number: Multiplication and Division** Count in 4s 8s 50s from 0 3x 4x 8x facts Division facts	**Fractions** Find fractions of shapes, amounts Recognise and use fractions as numbers Compare and order fractions Decimals: count up and down in tenths **Multiply and Divide by 10** **Time** Analogue clocks Roman Numerals **Geometry** Property of 2d and 3d shape Turns Right angles horizontal, vertical, parallel and perpendicular lines **Measurement**: length and mass	**Addition and Subtraction** Column method HTO + HTO Column method HTO – HTO Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Add and subtract amounts of money to give change, using both £ and p in practical contexts **Multiplication and Division** TO X O TO ÷ O **Fractions** Add and subtract fractions within 1 whole with the same denominator **Measure** Money **Statistics** Interpret and present data using bar charts, pictograms, tables **Measure** Capacity **Position and Direction** Patterns and sequences

Based on Tara Loughran's Build a Sequence.

St Theresa's Catholic Primary School

"to do the little things well"

	Autumn	Spring	Summer
Year 4	**Number: Place Value** Identify, represent and estimate numbers using different representations Order and compare numbers beyond 1000 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) **Addition and Subtraction: mental** Find 1000 more or less than a given number Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Addition/Subtraction of multiples of 1000s and 100s Mental strategies for up to 4 digits **Measurement** Length and Perimeter **Multiplication and Division** Facts for 6s, 7s, 9s, 11s, 12s X by 0 and 1 ÷ by 1	**Fractions** Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number **Decimals** Decimal equivalents 0.1 = 1/10 Multiplying and Dividing by 10 and 100 Decimal equivalents Rounding and comparing decimals Recognise tenths and hundredths **Time** Roman Numerals Read, write and convert 12 and 24 Convert hours to minutes, minutes to seconds, years to months, weeks to days **Multiplication and Division** Factor pairs Written methods for TO X O HTO X O TO/HTO ÷ O inc remainders Problem solving **Measure** Covert between different units of measure.	**Addition and Subtraction** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Calculating with decimals – tenths • Within 1 whole • Across 1 whole within 2 • Across 1 whole any pair of numbers to 1 decimal place Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Solve simple measure and money problems involving fractions and decimals to two decimal places. **Geometry / Measure** Properties of 2d and 3d shape Perimeter Identify lines of symmetry **Fractions** Add and subtract fractions with the same denominator **Statistics** Bar charts Time graphs Timetables **Geometry: Position and Direction** Co-ordinates Positions and translations

Based on Tara Loughran's Build a Sequence.

St Theresa's Catholic Primary School

"to do the little things well"

	Autumn	Spring	Summer
Year 5	**Number: Place value** Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above Read and write decimal numbers as fractions [for example, 0.71 = 71/100 Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare numbers with up to three decimal places **Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers eg 5-digit – 4-digit multiple of 10 Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy **Measure** Perimeter **Properties of number** Factors and multiples. Prime, square and cubed numbers **Multiplication and Division** Multiplying whole numbers and decimals by 10, 100, 1,000 Converting units of measure X and ÷ mentally drawing on known facts Year 4 objectives **Measure:** Area and Volume Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	**Multiplication and Division** Multiply numbers up to 4 digits by a one Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign **Fractions & decimals** Recognising mixed numbers and improper fractions Order with denominators which are all multiples of the same number Add and subtract where denominators and multiples of the same number Multiplying proper fraction by whole numbers Recognise thousandths and relate them to tenths and hundredths. **Decimals** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents **Percentages.** Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage and decimal equivalents of 1/2 ,1/4 ,1/5 ,2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. **Measure** Convert between different units of measure	**Multiplication and Division** Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context **Fractions** Add and subtract fractions with the same denominators and denominators which are multiples of the same number Multiply fractions by a whole number **Geometry** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles Draw given angles, and measure them in degrees (°) Identify: • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and ½ a turn (total 180°) • other multiples of 90°. Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Statistics** Solve comparison, sum, and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Time** Solve problems involving converting between units of time **Position and direction** Identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Based on Tara Loughran's Build a Sequence.

St Theresa's Catholic Primary School

"to do the little things well"

	Autumn	Spring	Summer
Year 6	**Number: Place Value** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero Identify the value of each digit in numbers given to three decimal places **Addition and Subtraction** Perform mental calculations, including with mixed operations and large numbers Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication, and division Use estimation to check answers **Properties of number** Identify common factors, common multiples and prime numbers **Multiplication and Division** Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places **Area and Volume** **Multiplication and Division** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	**Fractions** Simplifying fractions Comparing fractions Add and subtract with different denominators Multiplying proper fractions Dividing proper fractions by a whole number **Decimals, percentages** Equivalents Parts of whole shape, quantity compare and order Multiply one-digit numbers with up to two decimal places by whole numbers **Algebra** Generate and describe linear sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with 2 unknowns **BODMAS** Use their knowledge of the order of operations to carry out calculations involving the four operations numbers that satisfy an equation with two unknowns **Ratio and Proportion** Problem solving involving: Missing values (x and ÷) Calculation of percentages Shapes and scale factors Fractions and multiples	**Measure** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres [for example, 0.375] for a simple fraction [for example, 3/8] **Geometry:** **Properties of 2d and 3d shape** Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Position and direction** Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane and reflect them in the axes. **Statistics** Pie Charts Line graphs Time graphs Mean, median, mode, range Mathematical Curiosity

Based on Tara Loughran's Build a Sequence.