Maths Learning Map

Year	Autumn		Spring		Summer	
Nursery 1	Counting songs and recognising numbers.	Sorting and categorising Matching amounts to sets Number recognition	Matching amounts to sets, i.e. I have 5 teddy bears.	1:1 counting Number matching	Counting groups of numbers and matching to numerals	Number recognition and formation (to 10 and beyond) Numbers in a number line
Nursery 2	Language associated with “more” “lots” who has the most bears	Recognise that groups of objects change when objects are added or removed	Comparing groups of objects and recognise who has more.	Attempt to write numbers in order.	Count out irregular amounts and match number cards.	Practise counting beyond ten.
Reception	Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Fast recognition of up to 5 objects, without having to count them individually (‘subitising’). Compares two groups of objects, saying when they have the same number. Realises not only objects, but also anything can be counted, including steps, claps or jumps. *Link the number symbol (numeral) with its cardinal number value. *Count beyond 10.	A number a week 1-5 including recognition, counting, subitising, formation, composition, one more/one less, addition, subtraction, shape, time, length, money and embedding of knowledge. Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. *Compare numbers *Understand the ‘one more than/one less than’ relationship between consecutive numbers.	A number a week 6-10 including recognition, counting, subitising, formation, composition, one more/one less, addition, subtraction, shape, time, length, money and embedding of knowledge. Count objects, actions and sounds beyond ten. Compare numbers to 10. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Subitise amounts that they see. Link the number symbol (numeral) with its cardinal number value. *Automatically recall number bonds for numbers 0-10. *Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can.	Subitise (recognise quantities without counting) up to 5. Explore the composition of numbers to 10 and be able to explain this. Automatically recall number bonds for numbers 0–10. 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. *Explore the composition of numbers to 10. *Compare length, weight and capacity.	Compare quantities up to 10. Explore and represent patterns within numbers up to 10. Understand numbers to 10, including the composition of each number; including doubling, halving, sharing, greater/less than. *Verbally count beyond 20, recognising the pattern of the counting system. *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	. Ordering and applying knowledge of number. Have a deep understanding of number to 10, including the composition of each number; including doubling, halving, sharing, greater/less than.
Year 1	Numbers to 10 Part-whole within 10 Addition within 10	Subtraction within 10 2D and 3D shapes	Numbers to 20 Addition and subtraction within 20 Numbers to 50	Measurement- Introducing length and height Measurement- Introducing weight and volume	Multiplication and division Halves and quarters Position and direction	Number- Numbers to 100 Measurement-Money Measurement- Time

Year 2	Numbers to 100 Addition and subtraction	Addition and subtraction Properties of shape	Money Multiplication and Division Multiplication and Division	Length and height Mass, Capacity and Temperature Statistics	Fractions Position and Direction	Time Problem Solving and efficient methods
Year 3	Number and place value to 1000 Addition and subtraction Addition and Subtraction	Multiplication and division Multiplication and Division	Multiplication and Division Length and Perimeter Fractions	Mass Capacity	Fractions Money Time	Angles Properties of shape Statistics
Year 4	Place value – 4-digit numbers Place value – 4-digit numbers	Addition and subtraction Measure – area Multiplication and Division	Multiplication and division Length and perimeter Fractions	Fractions Decimals	Decimals Money Time	Angles and 2D shapes Statistics Position and Direction
Year 5	Place value within 1,000,000 Place value within 1,000,000 Multiplication and division	Fractions Fractions	Multiplication and division Fractions	Decimals and percentages Perimeter and area Statistics- Graphs and tables		
Year 6	Place value within 10,000,000 Four operations Four operations	Fractions (1) Fractions (2) Measure – imperial and metric measures	Ratio and proportion Algebra Decimals	Percentages Perimeter, Area and Volume	Statistics Geometry – properties of shapes Geometry – position and direction	Problem solving