**Maths - Yearly Overview**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | 1. Number[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [4. Money](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C4%20Money)[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [5. Time](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C5%20The%20calendar%20and%20time)[2. The four \*ratio Operations (x÷)](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | Measures[2. The four Operations (x÷)](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [7. Geometry](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C7%20Geometry)Statistics[Functional skills](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CFunctional%20Skills)(4 operations in context) | TargetsAssessments  |
| **Year 8** | 1. Number[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [4. Money](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C4%20Money)[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [5. Time](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C5%20The%20calendar%20and%20time)[2. The four Operations (x÷)](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [3. Ratio](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C3%20Ratio)[2. The four Operations (x÷)](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [7. Geometry](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C7%20Geometry)[Functional skills](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CFunctional%20Skills)(4 operations in context) | TargetsAssessments  |
| **Year 9** | 1. Number[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [4. Money](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C4%20Money)[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [5. Time](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C5%20The%20calendar%20and%20time)[2. The four Operations (x÷)](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [3. Ratio](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C3%20Ratio)[2. The four Operations (x÷)](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [7. Geometry](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C7%20Geometry)[Functional skills](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CFunctional%20Skills)(4 operations in context) | TargetsAssessments  |
| **Year 10** | 1. Number[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [4. Money](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C4%20Money)[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [5. Time](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C5%20The%20calendar%20and%20time)[2. The four Operations (x÷)](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [3. Ratio](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C3%20Ratio)[2. The four Operations (x÷)](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [7. Geometry](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C7%20Geometry)[Functional skills](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CFunctional%20Skills)(4 operations in context) | TargetsAssessments  |
| **Year 11** | 1. Number[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [4. Money](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C4%20Money)[2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | [5. Time](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C5%20The%20calendar%20and%20time)[2. The four Operations (x÷)](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [3. Ratio](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C3%20Ratio)[2. The four Operations (x÷)](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) | [7. Geometry](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C7%20Geometry)[Functional skills](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CFunctional%20Skills)(4 operations in context) | TargetsAssessments  |

[Objectives](file:///T%3A%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CEntry%20Level%20Resources)

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| Unit | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| [1. Number](file:///T%3A%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C1%20Properties%20of%20number)  | **–[] understand and use numbers with one significant figure in practical contexts****–[] count reliably up to 20 items** –[] read, write, order and compare numbers up to 20, including zero–[] complete a number line up to 20 | –[] recognise the place value of each digit in a two-digit number –[] read and write numbers to at least 100 in numerals and in words–[] compare and order numbers from 0 up to 100–[] count in steps of 2, 5, and 10 from 0, and in tens from any number, forward and backward–[] identify, represent and estimate numbers using a number line–[] identify odd and even numbers–[] estimate by rounding to 10 | –[] recognise the place value of each digit in a three-digit number–[] order and compare numbers up to 1000–[] read and write numbers to at least 1000 in numerals and in words–[] count in steps of 25, 50, 100 and 1000 –[] estimate by rounding to 10 and 100 –[] count backwards through zero to include negative numbers | –[] identify the value of each digit in numbers given to two decimal places –[] read, write, order and compare numbers up to a million and determine the value of each digit–[] use negative numbers in context, and calculate intervals across zero–[] recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) for volume and area–[] round any whole number to a required degree of accuracy–[] identify common factors, common multiples and prime numbers |
| [2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations) (+-) | –[] add two whole numbers with a total up to 20–[] subtract one number up to 20 from another–[] understand and use the + and – signs to solve simple number problems | –[] solve problems using the four operations using concrete, pictorial and abstract representations –[] add and subtract numbers using concrete objects, pictorial representations, and mentally up to 100, including: tu+u, tu+tu, and u+u+u –[] use the +, -, x, ÷ symbols–[] recall and use addition and subtraction facts to 20 fluently–[] recognise and use the inverse relationship to check calculations and solve missing number problems  | –[] solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why–[] add and subtract three-digit numbers using the column method where appropriate  | –[] solve multi-step problems involving addition, subtraction, multiplication and division deciding which operations and methods to use and why–[] use the column method to add and subtract including decimals–[] use my knowledge of the order of operations to carry out calculations involving the four operations |
| [2. The four operations](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C2%20The%20four%20operations)(x÷) |  | –[] divide numbers up to 20 by a single digit using concrete objects and sharing (tu ÷ u) –[] recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers–[] multiply using repeated addition on a number line, materials and arrays (u x u | –[] multiply and divide numbers by 10 and 100 using a place value–[] recall multiplication and division facts for the 3,4,6 and 8 multiplication tables–[] multiply using the expanded column method (tu x u / tu x tu / htu x u) –[] divide using a written method and interpret remainders appropriately for the context (tu ÷ u) | –[] recall multiplication and division facts for all my multiplication tables (up to 12)–[] use long multiplication including decimals–[] use long and short division, and interpreting remainders as whole number, fractions, or by rounding, as appropriate for the context–[] multiply and divide numbers by 10, 100 and 1000 giving answers up to two decimal places  |
| [3. Ratio](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C3%20Ratio) | –[] describe capacity in fractions–[] identify or show one half of a shape or set of objects up to 20–[] understand equality | -[] understand the language of double, twice, half and times–[] recognise, find and name a half as one of two equal parts of an object, shape or quantity up to 24–[] recognise, find and name a quarter as one of four equal parts of an object, shape or quantity up to 24–[] count up and down in halves, quarters and thirds–[] compare and order unit fractions, and fractions with the same denominators | –[] recognise, write and find a fraction of a shape, number or set of objects –[] round decimals with one decimal place to the nearest whole number–[] recognise tenths –[] count up and down in tenths –[] recognise and show, using diagrams, families of common equivalent fractions–[] add and subtract fractions with the same denominator | –[] solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison–[] compare numbers with the same number of decimal places up to two decimal places–[] understand that a percentage is a fraction out of a hundred–[] recognise hundredths –[] count up and down in hundredths–[] recognise and write decimal equivalents of any number of tenths or hundredths–[] use common factors to simplify fractions–[] use common multiples to express fractions in the same denomination–[] compare and order fractions > 1–[] add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions–[] associate a fraction with division and calculate decimal fraction equivalents for a simple fraction (for example, 0 75 = 3/4)–[] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |
| [4. Money](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C4%20Money) | –[] recognise coins and notes up to £20–[] exchange money up to 20p for an equivalent value in other denominations –[] add up to 20 coins | –[] recognise and use symbols for pounds (£) and pence (p)–[] add amounts of money and give change–[] convert from pence to pounds and vice versa–[] appreciate the purchasing power of amounts of money (coins)–[] find different combinations of coins that equal the same amounts of money (up to £2)–[] make amounts of money in multiples of £5 from £5, £10 and £20 notes | **–[] solve real life problems involving what to buy and how to pay**–[] appreciate the purchasing power of amounts of money (notes)–[] understand and use decimal notation for money –[] exchange notes for an equivalent value in coins –[] interpret a calculator display in the context of money–[] carry out investigations involving money | **-[] solve money problems using all four operations**-[] calculate price increases and reductions using percentages and fractions-[] use compound units such as unit pricing to solve problems |
| [5. Time](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C5%20The%20calendar%20and%20time) | **–[]know the days of the week and their order**–[] read the time to the hour or half hour on an analogue clock and draw the hands on a clock to show these times–[] order familiar events (in a day or week, or in a story) | –[] tell and write the time on an analogue or 12-hour digital clock to the nearest five minutes,–[] read the time displayed, half hours and quarter hours and draw the hands on a clock or the digital display to represent these times–[] find the difference between two times given in hours, half hours and quarter hours –[] know the seasons and months and their order–[] compare and sequence intervals of time–[] know the number of seconds in a minute, the number of minutes in an hour, the number of hours in a day | –[] tell and write the time from an analogue clock to the nearest minute, including using Roman numerals from I to XII –[] use a calendar and write the date correctly (day/month/year)–[] solve problems involving time–[] read, write and convert time between analogue and digital 12- and 24-hour clocks–[] add up to three lengths of time given in minutes and hours–[] know that there are 12 months in a year and 52 full weeks in a year–[] know the number of days in each month, a year and leap year –[] convert between hours, minutes and seconds | -[] read timetables using the 24 hour clock-[] solve problems involving time-[] use compound units such as speed to solve problems |
| [6.Measures](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C6%20Measures) | See Science Curriculum |
| [7. Geometry](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C7%20Geometry) | **–[] understand and use positional vocabulary (left, right, middle, inside etc)**–[] recognise and name squares, rectangles, triangles, circles, and cubes–[] compare and order a group of shapes or pictures or similar shapes of different size and recognise congruent shapes | –[] use North (N), East (E), South (S) and West (W) to give directions or position from a map–[] understand angle as a measure of turn–[] recognise and name common 2-d shapes (e g square, circle, triangle) –[] recognise and name common 3-d shapes (e g cubes, cuboids, pyramids & spheres)–[] identify and describe the properties of 2-d shapes (sides and vertices) –[] identify and describe the properties of 3-d shapes (edges, vertices and faces)–[] identify 2-d shapes on the surface of 3-d shapes | –[] compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes–[] identify lines of symmetry in 2-d shapes presented in different orientations–[] draw a line symmetry in a vertical line and complete a simple symmetric figure with respect to a specific line of symmetry –[] identify acute and obtuse angles and compare and order angles up to two right angles by size–[] describe positions on a 2-d grid as coordinates in the first quadrant–[] use coordinates in the first quadrant to draw and locate shapes–[]I can use coordinates in the first quadrant to draw and locate shapes | –[] draw 2-d shapes using given dimensions and angles–[] recognise nets of simple 3-d shapes –[] describe positions on the full coordinate grid (all four quadrants) –[] compare and classify geometric shapes based on their properties and sizes –[] find unknown angles in any triangles, quadrilaterals, and regular polygons–[] recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles–[] draw and translate simple shapes on the coordinate plane, and reflect them in the axes  |
| [8. Statistics](file:///C%3A%5CUsers%5Cecarey%5CMathematics%20%26%20Numeracy%5CLesson%20plans%20and%20resources%5C8%20Statistics) | See Science Curriculum |

