**Maths - Yearly Overview**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | [1. Number](C:\\Users\\ecarey\\Mathematics & Numeracy\\Lesson plans and resources\\1 Properties of number)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [4. Money](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\4%20Money)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [5. Time](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\5%20The%20calendar%20and%20time)  [2. The four \*ratio Operations (x÷)](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | Measures  [2. The four Operations (x÷)](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [7. Geometry](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\7%20Geometry)  Statistics  [Functional skills](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Functional%20Skills)  (4 operations in context) | [Targets](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources)  [Assessments](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources) |
| **Year 8** | [1. Number](C:\\Users\\ecarey\\Mathematics & Numeracy\\Lesson plans and resources\\1 Properties of number)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [4. Money](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\4%20Money)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [5. Time](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\5%20The%20calendar%20and%20time)  [2. The four Operations (x÷)](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [3. Ratio](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\3%20Ratio)  [2. The four Operations (x÷)](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [7. Geometry](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\7%20Geometry)  [Functional skills](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Functional%20Skills)  (4 operations in context) | [Targets](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources)  [Assessments](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources) |
| **Year 9** | [1. Number](C:\\Users\\ecarey\\Mathematics & Numeracy\\Lesson plans and resources\\1 Properties of number)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [4. Money](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\4%20Money)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [5. Time](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\5%20The%20calendar%20and%20time)  [2. The four Operations (x÷)](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [3. Ratio](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\3%20Ratio)  [2. The four Operations (x÷)](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [7. Geometry](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\7%20Geometry)  [Functional skills](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Functional%20Skills)  (4 operations in context) | [Targets](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources)  [Assessments](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources) |
| **Year 10** | [1. Number](C:\\Users\\ecarey\\Mathematics & Numeracy\\Lesson plans and resources\\1 Properties of number)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [4. Money](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\4%20Money)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [5. Time](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\5%20The%20calendar%20and%20time)  [2. The four Operations (x÷)](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [3. Ratio](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\3%20Ratio)  [2. The four Operations (x÷)](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [7. Geometry](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\7%20Geometry)  [Functional skills](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Functional%20Skills)  (4 operations in context) | [Targets](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources)  [Assessments](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources) |
| **Year 11** | [1. Number](C:\\Users\\ecarey\\Mathematics & Numeracy\\Lesson plans and resources\\1 Properties of number)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [4. Money](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\4%20Money)  [2. The four operations](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) (+-) | [5. Time](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\5%20The%20calendar%20and%20time)  [2. The four Operations (x÷)](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [3. Ratio](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\3%20Ratio)  [2. The four Operations (x÷)](file:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%20The%20four%20operations) | [7. Geometry](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\7%20Geometry)  [Functional skills](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Functional%20Skills)  (4 operations in context) | [Targets](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources)  [Assessments](C:\\Users\\ecarey\\Mathematics & Numeracy\\Entry Level Resources) |

[Objectives](file:///T:\Curriculum%20Resources\Mathematics%20&%20Numeracy\Entry%20Level%20Resources)

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| Unit | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| [1. Number](file:///T:\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\1%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:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%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:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\2%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:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\3%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:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\4%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:///\\KHS-AD.KINGSWODEHOE.ESSEX.SCH.UK\Staff%20Shared%20Areas\Curriculum%20Resources\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\5%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:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\6%20Measures) | See Science Curriculum | | | |
| [7. Geometry](file:///C:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\7%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:\Users\ecarey\Mathematics%20&%20Numeracy\Lesson%20plans%20and%20resources\8%20Statistics) | See Science Curriculum | | | |

