Autumn term coverage overview

Week		1	2	3	4	5	6	7	8	9	10	11	12
EYFS		BASELINE ASSESSMENTS	BASELINE ASSESSMENTS	PV: Recite numbers to 5 PV: Demonstrate an understanding of numbers to 5 by counting out or showing a given amount	PV: Match the quantity to the numeral for numbers up to 5 and subitise PV: Explore ways to partition numbers to 5	PV: To solve problems with numbers up to 5	PV: Recite numbers to 10 PV: Recognise numbers up to 10 and understand the composition of each number	PV: Demonstrate an understanding of numbers to 10 by counting out or showing a given amount PV: Count forwards and backwards to 10	PV: To be able to put numerals in order 0-10 PV: Match the quantity to the numeral for numbers up to 10	PV: Explore ways to partition numbers to 10	PV: To solve problems with numbers up to 10	A+S: Recall some addition and subtraction facts for numbers up to 10	A+S: Recall some addition and subtraction facts for numbers up to 10/Shape: Name and describe simple 2D shapes
Year 1	Main teaching focus	PV: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (up to 50)	PV: count, read and write numbers to 100 in numerals; read and write numbers from 1-20 in words (up to 50)	PV: given a number, identify one more and one less (up to 50)	PV: 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 (up to 50)	A+S: represent and use number bonds and related subtraction facts within 20	A+S: read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	A+S: add and subtract one-digit and two-digit numbers to 20, including zero	A+S: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	GS: recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] GS: recognise and name common 3-D shapes[for example, cuboids (including cubes), pyramids and spheres]	PV: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	PV: count, read and write numbers to 100 in numerals; read and write numbers from 1-20 in words	PV: given a number, identify one more and one less PV: 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
Year 2	Main teaching focus	PV: read and write numbers to at least 100 in numerals and in words PV: recognise the place value of each digit in a two-digit number (tens, ones)	PV: identify, represent and estimate numbers using different representations, including the number line PV: compare and order numbers from 0 up to 100; use <, > and = signs	PV: use place value and number facts to solve problems PV: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	A+S: recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	A+S: add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones , a two-digit number and tens , two two-digit numbers , adding three one-digit numbers	A+S: show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	A+S: recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	A+S: 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	MM: recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	MM: find different combinations of coins that equal the same amounts of money MM: solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	M+D: recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers M+D: calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	M+D: solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. M+D: show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Year 3	Main teaching focus	PV: identify, represent and estimate numbers using different representations PV: find 10 or 100 more or less than a given number	PV: recognise the place value of each digit in a three-digit number (hundreds, tens, ones) PV: compare and order numbers up to 1000	PV: solve number problems and practical problems involving these ideas. PV: count from 0 in multiples of 4, 8, 50 and 100	A+S: add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds	A+S: add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	A+S: estimate the answer to a calculation and use inverse operations to check answers	A+S: solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	PV: count from 0 in multiples of 4, 8, 50 and 100	M+D: recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	M+D: write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods		M+D: solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Year 4	**Main teaching focus**	PV: Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).	PV: Order and compare numbers beyond 1000.	PV: Round any number to the nearest 10, 100 or 1000.	PV: Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	PV: Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	A+S: Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	A+S: Estimate and use inverse operations to check answers to a calculation.	A+S: Solve addition and subtraction two step problems in context, deciding which operations and methods to use and why.	M L+P: Measure and calculate the perimeter of a rectilinear figure (including square) in cm and m.	M L+P: Convert between different units of measure, for example km to m	M+D: Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together three numbers.	M+D: Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such and n objects are connected to m objects.
Year 5	**Main teaching focus**	PV: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.	PV: Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.	PV: Solve number problems and practical problems that involve objectives from the previous two weeks	A+S: 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.	A+S: Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	S: Complete, read and interpret information in tables including timetables. S: Solve comparison, sum and difference problems using information in tables including timetables.	M+D: Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. M+D: Recognise and use square and cube numbers and the notation for squared (²) and cubed (³).	M+D: Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	M+D: Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. M+D: Establish whether a number up to 100 is prime and recall prime numbers up to 19.	M: Measure and calculate the perimeter of composite rectilinear shapes in cm and m.	M: Calculate and compare the area of rectangles (including squares), and including standard units, cm², m², estimate the area of irregular shapes.	PV: Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
		PV: Read, write, orderand compare numbers up to 10,000,000 and determine the value of each digit.	PV: Use negative numbers in context, and calculate intervals across zero.	A+S: Solve problems involving addition and subtraction		M+D: Divide numbers up to 4 digits by a 2 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.	M+D: Solve problems involving multiplication and division	All Four Operations: Use their knowledge of the order of operations to carry out calculations involving the four operations (BIDMAS)	FDP: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.		FDP: Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example: 1/4 x 1/2= 1/8)	FDP: Associate a fraction with division and calculate decimal fraction equivalents, for example, 0.375, for a simple fraction, for example 38.	G PAD: Describe positions on the full coordinate grid (all four quadrants).

Year 6	**Main teaching focus**	PV: Round any whole number to a required degree of accuracy.	PV: Solve number and practical problems that involve all of the above.	A+S: Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	M+D: Multiply multi-digit numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication.	M+D: Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of short division, interpreting remainders according to the context.	M+D: Identify common factors, common multiples and prime numbers.	All four operations: Use estimation to check answers to calculations and determine in the context of a problem, to an appropriate degree of accuracy.	FDP: Compare and order fractions, including fractions >1	FDP: Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.	FDP: Divide proper fractions by whole numbers (for example, 1/3 ÷ 2 = 1/6)	FDP: Recall and use equivalences between simple fractions, decimals and percentage, including in different contexts.	G PAD: Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.