



Sandbach Primary Academy Curriculum Map for Mathematics

At Sandbach Primary Academy, we have used the NCETM's Curriculum Prioritisation materials to map our curriculum for mathematics in a mixed age approach to teaching. Where possible we have aligned the units to allow both year groups to be taught together with the teacher differentiating the small steps within the lesson based on the outcomes of the pre-assessments (example assessment questions - Mathematics Guidance: key stages 1 and 2 June 2020). Some units are planned to extend the learning in the previous year group e.g. Year 3 unit 1 (Adding and subtracting across 10) is extended to adding and subtracting across 10s and 100s in year 4. Where the units do not align, we teach the concepts separately, where the lesson structure is dependent upon the maths being taught, the year groups and the outcomes of the pre-assessments. As a school, we have a range of lesson structures that we use across the school:

Fluency	
TA	Input
Input	I
I	

Fluency	
Input	
I	Input
	I

Other Lesson	Maths

Fluency	
Input	
I	

Fluency	
Input	I
I	Input

In the following year, careful transit allows teachers to use the map to adjust the sequence of the units (if children need longer on certain units then some units are moved to the following year to allow for depth of learning).

Year 1 and 2 (Mastering Number is used in Year 1 and 2 to develop the fluency from learning in Reception)	Autumn			Spring			Summer							
	Y1 unit 1 previous reception experiences and counting within 100	Y1 unit 2 composition of quantities and part-whole relationships	Y1 unit 3 numbers 0 to 5	Y1 unit 5 numbers 0 to 10	Y1 unit 6 additive structures	Y1 unit 7 addition and subtraction facts within 10	Y1 unit 8 numbers 0 to 20	Y1 unit 9 unitising and coin recognition	Y1 unit 4 recognise, compose, decompose and manipulate 2D and 3D shapes	Y1 unit 10 position and direction	Y1 unit 11 time			
	Materials from Weeks 0,1,2 and 3 (C and P)	Week 4 (C and P)	Week 7 (C and P)	Weeks 5,6, 9 and 10 Week 4 TP3 (C and P)	Weeks 11,12,13,14 (C and P)	Week 15 TP1 Weeks 17,18,19,20 (Integrated)	Weeks 21,22 (Integrated) Week 23 (C and P)	Weeks 24,25,26,27,28,29,30,31 (C and P)						
	<b>Mastering Number</b>													
	Use Mastering Number materials as Connections and Patterns – not necessarily using all of the steps and ensuring that the concepts are not running ahead of the ones taught in the main lesson.													
	Y2 unit 1 numbers 10 to 100	Y2 unit 2 calculations within 20	Y2 unit 3 fluently add and subtract within 10	Y2 unit 4 addition and subtraction of two-digit numbers (1)	Y2 unit 8 addition and subtraction of two-digit numbers (2)	Y2 unit 5 introduction to multiplication	Y2 unit 6 introduction to division structures	Y2 unit 10 fractions	Y2 unit 13 multiplication and division – doubling, halving, quotientive and partitive division	Y2 unit 9 money	Y2 unit 7 shape	Y2 unit 12 position and direction	Y2 unit 11 time	Y2 unit 14 sense of measure – capacity, volume, mass

Learning in year 1 and 2 is mapped into three terms, no set time is given to a unit of learning (if children need longer on certain units then some units are moved to the following year to allow for depth of learning). Learning is supported using pre-teach and same day intervention.

\*For Mastering Number, at the beginning of the autumn term the concepts are similar (subitising, bonds in 5 and then 10) we aim to combine these concepts carefully making sure that that it doesn't take up too much time. Alternatively, we base the C&P mainly on the Y1 materials with a few bits added

Year 3 and 4	Autumn			Spring			Summer						
	Y3 Unit 1 Adding and subtracting across 10	Y3 Unit 2 Numbers to 1000	Y3 Unit 5 Column addition Y3 Unit 7 column subtraction	Y3 Unit 8 Unit fractions	Y3 Unit 9 Non-unit fraction	Y3 Unit 4 Manipulating the additive relationship and securing mental calculation		Y3 Unit 6 2,4,8 times tables		Y3 Unit 11 time	Y3 Unit 3 Right angles	Y3 Unit 10 Parallel and perpendicular sides in polygons	
	*Counting and subtracting across 10s and 100s	Y4 Unit 2 Numbers to 10,000	Y4 Unit 1 Review of column addition and subtraction	Y4 Unit 8 Review of fractions	Y4 Unit 9 Fraction greater than 1	Y4 Unit 4 3,6,9 times tables	Y4 Unit 5 7 times tables and patterns	Y4 Unit 6 Understanding and manipulating multiplicative relationships	Y4 Unit 12 division with remainders	Y4 Unit 11 Time	Y4 Unit 10 Symmetry in 2D shapes	Y4 unit 7 Coordinates	Y4 Unit 3 Perimeter

from the Y2 where appropriate and not taking up too much time to plan or in the lesson. On occasions, we carefully select sections from the MN materials fairly randomly as C and P as well as looking back to other concepts such as counting.

Learning in year 3 and 4 is mapped into three terms, no set time is given to a unit of learning (if children need longer on certain units then some units are moved to the following year to allow for depth of learning). Learning is supported using pre-teach and same day intervention.

Year 5 and 6	Autumn						Spring					Summer					
	Y5 unit 1 Decimal fractions	*Y6 unit 1 calculating using knowledge of structures	*Y6 unit 2 Multiples of 1,000	*Y6 unit 3 Numbers to 10,000,000	*Year 5 unit 2 money	Year 5 unit 3 negative number	Year 5 unit 4 short multiplication and short division	Year 5 unit area and scaling	Year 5 unit 6 calculating with decimal fractions	Year 5 unit 7 factors, multiples and primes	Year 5 unit 8 fractions	Year 5 unit 9 converting units	Year 5 unit 10 angles		Revisit units as an outcome of assessments		
							Year 6 unit 5 multiplication and division	Year 6 unit 6 area, perimeter, position and direction			Year 6 unit 7 fractions and percentages	Year 6 unit 4 draw, compose and decompose shapes	SATS	Y6 unit 8 statistics	Y6 unit ratio and proportion	Y6 unit 10 calculating using knowledge of structures	Y6 unit 11 solving problems with 2 unknowns

Learning in year 5 and 6 is mapped into three terms, no set time is given to a unit of learning. \*When teaching the units in the autumn term, the number range is differentiated for the children based on the outcomes of the pre-assessments. Learning is supported using pre-teach and same day intervention.