	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7.5 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Nursery	Comparison 1: More than, fewer than, same  Shape Space and Measure 1: Explore and build with shapes and objects  Pattern 1: Explore repeats  Counting 1: Hear and say number names	Counting 2: Begin to order number names  Subitising 1: I see 1,2,3  Pattern 2: Join in with repeats  Shape, Space and Measure 2: Explore position and space	Subitising 2: Show me 1,2,3  Counting 3: Move and label 1,2,3  Shape, space and Measure 3: Explore position and routes  Pattern 3: Explore patterns	Counting 4: Take and give 1,2,3  Shape space and measure 4: Match, talk, push and pull  Subitising 3: Talk about dots  Comparison 2: Compare and sort collections	Pattern 4: Lead on own repeats  Shape Space and measure 5: Start to puzzle  Pattern 5: Making patterns together  Subitising 4: Make games and actions	Counting 5: Show me 5  Pattern 6: My own pattern  Counting 6: Stop at 1,2,3,4,5  Comparison 3: Match, sort, compare
Reception	Getting to know you.  Number: Match, sort and compare.  Measurement: Talk about measure and patterns.  Number: It's me 1, 2, 3. Consolidation	Number: It's me 1, 2, 3 (cont'd)  Geometry: Circles and triangles.  Number: 1, 2, 3, 4, 5.  Geometry: Shapes with 4 sides  Assessment	Number: Alive in 5.  Measure: Mass and capacity.  Number: Growing 6, 7, 8.  Measurement: Length, height and time.  Consolidation	Measurement: Length, height and time (cont'd)  Number: Building 9 and 10  Geometry: Explore 3D shapes  Assessment	Number: To 20 and beyond.  Number: How many now?  Manipulate, compose and decompose.  Consolidation	Number: Sharing and grouping.  Visualise, build and map.  Make connections  Consolidation  Assessment

	Number: Place Value (within 10)  Number: Addition	Number: Addition and subtraction (within 10)	Number: Place Value (within 20) continued	Number: Place Value (within 50) (cont'd)	Number: Multiplication and division (reinforce	Geometry: Position and Direction  Number: Place
Year 1	and Subtraction (within 10)	Geometry: Shape	Number: Addition and Subtraction	Measurement: Length and Height	multiples of 2,5,10)	Value (within 100)
	Consolidation	Number: Place Value (within 20)	(within 20)	Measurement:	Number:	Measurement: Money
	Consolidation	value (within 20)	Number: Place	Mass and Volume	Fractions	ivioney
		Assessment	Value (within 50)			Measurement:
					Consolidation	Time
			Consolidation	Assessment		
						Assessment
	Number: Place Value	Number: Addition	Measurement:	Number:	Measurement:	Measurement:
	Ni	and subtraction	Money	Multiplication and	Mass, Capacity	Time
	Number: Addition and subtraction	(continued)	Number:	Division (cont'd)	and Temperature (cont'd)	Statistics
Year 2	and Subtraction	Geometry:	Multiplication and	Measurement:	(cont u)	Statistics
	Consolidation	Shape	Division	Length and Height	Number:	Geometry: Position
		·			Fractions	and Direction
				Measurement:		
		Assessment		Mass, Capacity and Temperature	Measurement: Time	Consolidation
				·		Assessment
				Assessment	Consolidation	

	Number: Place Value	Number: Addition	Number:	Number: Fractions	Number:	Measurement:
		and subtraction	Multiplication and	(A) cont'd	Fractions (B)	Time (Continued)
	Number: Addition	(continued)	Division (B)	( , , , , , , , , , , , , , , , , , , ,	(-)	
	and subtraction	(00::0::0::0::)	continued	Measurement:	Measurement:	Geometry:
Year 3		Number:	Continued	Mass and Capacity	Money	Shape
. 50 5		Multiplication and	Measurement:	l mass and suparity	,	
		Division (A)	Length and	Consolidation	Measurement:	Statistics
		211.5.6.1 (7.1)	perimeter		Time	Consolidation
		Number:	<b>P C</b>	Assessment		
		Multiplication and	Number: Fractions			Assessment
		Division (B)	(A)			7.0000
		(-,				
		Assessment	Consolidation			
	Number: Place Value	Measurement:	Number:	Number: Fractions	Number:	Geometry:
	Transcr. Frace value	Area	Multiplication and	continued	Decimals (B)	Shape
	Number: Addition	, ca	Division (B)	Continued	continued	Shape
	and subtraction	Number:	continued	Number: Decimals		Statistics
Year 4		Multiplication and		(A)	Measurement:	
	Consolidation	Division (A)	Measurement:	( 7	Money	Geometry: Position
		( )	Length and	Number: Decimals	,	and Direction
		Number:	perimeter	(B)	Measurement:	
		Multiplication and	'		Time	Consolidation
		Division (B)	Number: Fractions	Assessment		Assessment
		, ,			Consolidation	
		Assessment	Consolidation			
	Number: Place Value	Number:	Number:	Number: Decimals	Geometry:	Number: Decimals
		Multiplication and	Multiplication and	and Percentages	Shape (cont'd)	(cont'd)
	Number: Addition	division (A) cont'd	Division (B)	(continued)	, , , ,	
	and subtraction		continued		Geometry:	Number: Negative
		Number: Fractions		Measurement:	Position and	numbers
Year 5		(A)	Number: Fractions	Perimeter and	direction	
			(B)	area		

	Number: Multiplication and	Number: Multiplication and	Number: Decimals	Statistics	Number: Decimals	Measurement: Converting units
	division (A)  Consolidation	Division (B)  Assessment	and Percentages  Consolidation	Geometry: Shape		Measurement: Volume
				Assessment		Assessment
	Number: Place Value	Number: Fractions	Number: Algebra	Measurement:	Geometry: Shape	Themed projects,
	Niconala a un A al aliti a a	(A)	Ali washa wa Da ai wa ala	Area, Perimeter	(cont'd)	consolidation and
	Number: Addition and subtraction,	Number: Fractions	Number: Decimals	and Volume	Geometry:	problem solving
	Multiplication and	(B)	Number: Fractions,	Statistics	Position and	
Year 6	Division	(-7	decimals and		direction	
		Measurement:	percentages	Geometry: Shape		
	Consolidation	Converting units			Consolidation	
			Consolidation	Consolidation		
		Number: Ratio		Assessment	SATs	
		Assessment				

## Notes:

- 36 weeks of teaching, 3 weeks for assessment (39 weeks)
- This planning closely follows the White Rose curriculum for a mastery approach. It is a cumulative curriculum, so once the topic is covered it is met many times again in other contexts e.g. Place Value is always taught in Autumn 1 but is revisited within addition, subtraction, multiplication and division etc.
- This planning is <u>a guide</u> for when and how long teachers should teach each topic. The White Rose Schemes of learning, breaks down each NC objective into small steps. These small steps enable teachers to decide when the children are Ready To Progress. A document entitled the same is also published by White Rose Maths to support this. There are resources and editable resource available for teaching each small step.
- Alongside these long term plans are:
  - documents stating the NC objectives for each year group
  - progression documents showing progression in mathematical skill, listed by strand