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|  | **Autumn 1**  7 weeks | **Autumn 2**  7.5 weeks | **Spring 1**  5.5 weeks | **Spring 2**  6 weeks | **Summer 1**  6 weeks | **Summer 2**  7 weeks |
| Year 1 | Number: Place Value  Number: Addition and Subtraction (within 10) | Number: Addition and Subtraction (within 10) cont’d  Geometry: Shape  Number: Addition and Subtraction (within 20)  **Consolidation** | Number: Addition and Subtraction (within 20) cont’d  Number: Place Value (within 50) | Number: Place Value (within 50) cont’d  Measurement: Length and Height  Measurement: Weight and Volume  **Consolidation** | Number: Multiplication and division  Number: Fractions  Geometry: Position and Direction | Number: Place Value (within 100)  Measurement: Money  Measurement:  Time  **Consolidation** |
| Year 2 | Number: Place Value  Number: Addition and subtraction | Number: Addition and subtraction cont’d  Geometry:  Shape  Measurement: Money | Number: Multiplication and Division  Measurement: Length and Height | Measurement: Length and Height cont’d  Measurement: Mass, Capacity and Temperature  Number: Fractions | Number: Fractions cont’d  Measurement: Time  Statistics | Statistics Cont’d  Geometry: Position and Direction  **Consolidation** |
| Year 3 | Number: Place Value  Number: Addition and subtraction | Number: Addition and subtraction (cont’d)  Number: Multiplication and Division A  Number: Multiplication and Division B | Number: Multiplication and Division B  Measurement: Length and Perimeter  Number: Fractions A  Statistics | Number: Fractions cont’d  Measurement: Mass and Capacity  Measurement:  Length and Perimeter  Number: Fractions B  **Consolidation** | Number: Fractions B cont’d  Measurement: Money  Measurement: Time | Geometry:  Shape  Statistics  **Consolidation** |
| Year 4 | Number: Place Value  Number: Addition and subtraction | Measurement: Area  Number: Multiplication and Division A  Number: Multiplication and Division B | Number: Multiplication and Division B cont’d  Measurement: Length and Perimeter  Number: Fractions | Number: Fractions  (cont’d)  Number: Decimals A  Number: Decimals B  **Consolidation** | Number: Decimals  Measurement: Money  Measurement: Time  Geometry:  Shape | Geometry:  Shape cont’d  Statistics  Geometry: Position and Direction  **Consolidation** |
| Year 5 | Number: Place Value  Number: Addition and subtraction  Number: Multiplication and Division A | Number: Multiplication and Division A cont’d  Number: Fractions A  Number: Multiplication and Division B | Number: Fractions B  Number: Decimals and Percentages | Number: Decimals and Percentages cont’d  Number: Decimals and Percentages  Measurement: Perimeter and Area  Statistics | Geometry:  Shape  Geometry: Position and Direction  Number: Decimals | Number: Decimals cont’d  Number: Negative Numbers  Measurement: Converting Units  Measurement: Volume |
| Year 6 | Number: Place Value  Number: Addition and subtraction, Multiplication and Division | Number: Fractions A  Number: Fractions B  Measurement: Ratio  Number: Algebra  Measurement: Converting Units | Number: Algebra cont’d  Number: Decimals  Number: Fractions, Decimals & Percentages | Measurement: Perimeter, Area and Volume  Statistics  Geometry:  Shape | Geometry:  Shape cont’d  Geometry: Position and Direction | Themed projects,  consolidation and problem solving |

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 **a guide** 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