Wincham Community Primary School Long Term Maths Planning September 2023

Our Curriculum

- At Wincham we use White Rose to assist with sequence of teaching. This is a cumulative curriculum and once a topic is covered, it is met many times again in other contexts.

- We then use a range of resources to supplement small step planning and teaching including, Maths No Problem, NCETM Spine and Mastery documents, I See Reasoning and NRICH.

- At Wincham we teach through a CPA (concrete, pictorial, abstract) approach and understanding in all areas of maths will be developed by children using concrete resources and interpreting and using pictorial representations before moving onto solve abstract calculations. At Wincham we base our maths teaching on The Maths Mastery Model.

Mastery approach

- children are fluent in the fundamentals of mathematics
- children can reason mathematically
- children can solve routine and non-routine mathematical problems by applying their skills and knowledge.

Our curriculum is built using small steps and longer blocks. We ensure small steps are connected and concepts are built. We make sure all children have the same opportunities to learn and the support they need to fully grasp concepts. We aim for the children to commit their learning to long term memory, children will be able to activate prior learning and make connections.

At the heart of our curriculum we want to create **enjoyment** & **engagement**, creating mathematicians that are ready for the real world.

Reception

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Getting to know you! (Baseline Assessments)			Just Like Me!			It's Me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8!			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond!			First, then, now			Find My Pattern			On the Move		

Consolidation weeks – use to go back over areas of weakness, assess children, reviews etc.

Year 1

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place Value (Within 10)					Number: Addition & Subtraction (Within 10)					Geometry: Shape	Consolidation
Spring	Number: Place Value (within 20)			Number: Addition & Subtraction (Within 20)			Number: Place Value (Within 50)		Measurement: Length & Height		Measurement: Weight & Volume	
Summer	Number: Multiplication & Division			Number: Fractions		Geometry: Position & Direction	Number: Place Value (Within 100)		Measurement: Money	Measurement: Time		Consolidation

Consolidation weeks – use to go back over areas of weakness, assess children, reviews etc.

The ready-to-progress criteria are the most important knowledge and understanding within each year group.

Y1 RTP

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	6 - Count on from any number 8 - Count backwards within 10
	Spring 1	1 - Count within 20
	Spring 3	1 - Count from 20 to 50 3 - Count by making groups of tens
	Summer 4	1 - Count from 50 to 100
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Autumn 1	11 - Fewer, more, same 12 - Less than, greater than, equal to 13 - Compare numbers 14 - Order objects and numbers 15 - The number line
	Spring 1	8 - The number line to 20 9 - Use a number line to 20 11 - Compare numbers to 20 12 - Order numbers to 20
	Spring 3	6 - The number line to 50
1NF-1 Develop fluency in addition and subtraction facts within 10	Autumn 2	5 - Number bonds within 10 6 - Systematic number bonds within 10 7 - Number bonds to 10
	Spring 2	2 - Add ones using number bonds 6 - Subtract ones using number bonds

Y1 RTP

Ready to progress criteria	Block	Steps
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Summer 1	1 - Count in 2s 2 - Count in 10s 3 - Count in 5s
	Summer 4	2 - Tens to 100
	Summer 5	4 - Count in coins
1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Autumn 2	5 – Number bonds within 10 6 – Systematic number bonds within 10 7 – Number bonds to 10
1AS-2 Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts.	Autumn 2	4 – Fact families – addition facts 8 – Addition – add together 9 – Addition – add more 1 0 – Addition problems 11 – Find a part 12 – Subtraction – find a part 13 – Fact families – the eight facts 14 – Subtraction – take away/cross out (How many left?) 15 – Subtraction – take away (How many left?) 16 – Subtraction on a number line
	Spring 2	1 – Add by counting on within 20 6 – Subtract ones using number bonds 7 – Subtraction – counting back 8 – Subtraction – finding the difference 10 Missing number problems

Y1 RTP

Ready to progress criteria	Block	Steps
1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes
1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes

Changes from 22/23

Extra week on place value within 10

Autumn term place value within 10 focus

Extra week on place value within 20

Place value within 50 reduced to 2 weeks

Year 2

Wk	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place Value				Number: Addition & Subtraction					Geometry: Shape		
Spring	Measurement: Money		Number: Multiplication & Division					Measurement: Length & Height		Measurement: Mass, Capacity & Temperature		
Summer	Number: Fractions			Measurement: Time			Statistics		Geometry: Position & Direction		Consolidation	

Consolidation weeks – use to go back over areas of weakness, assess children, reviews etc.

The ready-to-progress criteria are the most important knowledge and understanding within each year group.

Y2 RTP

Ready to progress criteria	Block	Steps
2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning.	Autumn 1	3 – Recognise tens and ones 4 – Use a place value chart 5 – Partition numbers to 100 7 – Flexibly partition numbers to 100 8 – Write numbers in expanded form
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	Autumn 1	9 – 10s on the number line to 100 10 – 10s and 1s on the number line to 100 11 – Estimate numbers on the number line
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	Autumn 2	1 – Bonds to 10 6 – Add by making 10 8 – Add to the next 10 11 – Subtract from a 10

Y2 RTP

Ready to progress criteria	Block	Steps
2AS-1 Add and subtract across 10.	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10)
2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".	Spring 1	9 - Find change
2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10) 13 – 10 more, 10 less 14 – Add and subtract 10s
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Autumn 2	15 – Add two 2-digit numbers (not across a 10) 16 – Add two 2-digit numbers (across a 10) 17 – Subtract two 2-digit numbers (not across a 10) 18 – Subtract two 2-digit numbers (across a 10) 19 – Mixed addition and subtraction
	Spring 1	8 – Make a pound 9 – Find change
	Spring 3	5 – Four operations with lengths and heights

Y2 RTP

Ready to progress criteria	Block	Steps
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Spring 2	4 – Introduce the multiplication symbol 5 – Multiplication sentences 9 – The 2 times-table 13 – The 10 times-table 15 – The 5 times-table 17 – The 5 and 10 times-tables
	Spring 4	8 – Four operations with volume and capacity
	Summer 2	5 – Tell the time to 5 minutes 6 – Minutes in an hour
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	Spring 2	2 – Make equal groups 7 – Make equal groups – grouping 8 – Make equal groups – sharing 10 – Divide by 2 14 – Divide by 10 16 – Divide by 5
2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	Autumn 3	1 – Recognise 2-D and 3-D shapes 2 – Count sides on 2-D shapes 3 – Count vertices on 2-D shapes 7 – Sort 2-D shapes 8 – Count faces on 3-D shapes 9 – Count edges on 3-D shapes 10 – Count vertices on 3-D shapes 11 – Sort 3-D shapes

Changes from 22/23

Shape brought to Autumn 2 from Spring

Longer on Multiplication and Division - 4 weeks to 5 weeks in one block instead of split over 2.

Length & Height brought forward

Mass, Capacity & Temp brought forward

Time brought forward - 3 weeks instead of 2

Position & Direction pushed back to Summer 2

Year 1/2

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place Value (within 10)					Number: Addition and subtraction (within 10)					Shape	Consolidation
	Number: Place Value				Number: Addition and subtraction					Shape		
Spring	Number: Place value (within 20)			Number: Addition and subtraction (within 20)			Number:Place value (within 50)		Measurement: Length and height		Measurement: Mass and volume	
	Measurement: Money		Number: Multiplication and Division					Measurement: Length and height		Measurement: Mass,capacity and temperature		
Summer	Number: Multiplication and Division			Number: Fractions		P & D	Number: Place value (within 100)		Money	Measurement: Time		Consolidation
	Number: Fractions			Measurement: Time			Statistics	P & D		Problem Solving		

Year 3

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place Value			Number: Addition & Subtraction					Number: Multiplication & Division			
Spring	Number: Multiplication & Division			Measurement: Length & Perimeter			Number: Fractions A			Measurement: Mass & Capacity		
Summer	Number: Fractions B		Measurement: Money		Measurement: Time			Geometry: Shape		Statistics		Consolidation

Consolidation weeks – use to go back over areas of weakness, assess children, reviews etc.

The ready-to-progress criteria are the most important knowledge and understanding within each year group.

Y3 RTP

Ready to progress criteria	Block	Steps
3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	Autumn 1	4 - Hundreds
	Autumn 2	10 - Make connections
	Autumn 3	4 - Multiples of 5 and 10
	Spring 2	5 – Equivalent lengths (metres and centimetres) 6 – Equivalent lengths (centimetres and millimetres)
3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	Autumn 1	5 – Represent numbers to 1,000 6 – Partition numbers to 1,000 7 – Flexible partitioning of numbers to 1,000 8 – Hundreds, tens and ones
3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	Autumn 1	9 – Find 1, 10 or 100 more or less 10 – Number line to 1,000 11 – Estimate on a number line to 1,000 12 – Compare numbers to 1,000 13 – Order numbers to 1,000
3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	Autumn 1	10 – Number line to 1,000 11 – Estimate on a number line to 1,000 14 – Count in 50s
	Spring 2	1 – Measure in metres and centimetres 2 – Measure in millimetres 3 – Measure in centimetres and millimetres

Y3 RTP

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Autumn 2	6 – Add 1s across a 10 7 – Add 10s across a 100 8 – Subtract 1s across a 10 9 – Subtract 1s across a 100 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100)
3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number	Autumn 3	3 – Multiples of 2 4 – Multiples of 5 and 10 5 – Sharing and grouping 9 – Multiply by 4 10 – Divide by 4 11 – The 4 times-table
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	Spring 1	1 – Multiples of 10 2 – Related calculations 10 – Scaling
	Spring 3	6 – Fractions and scales 9 – Equivalent fractions on a number line 10 – Equivalent fractions as bar models

Y3 RTP

Ready to progress criteria	Block	Steps
3AS-1 Calculate complements to 100.	Autumn 2	19 – Complements to 100
	Summer 2	4 – Subtract money 5 – Find change
3AS-2 Add and subtract up to three-digit numbers using columnar methods.	Autumn 2	11 – Add two numbers (no exchange) 12 – Subtract two numbers (no exchange) 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100) 17 – Add 2-digit and 3-digit numbers 18 – Subtract a 2-digit number from a 3-digit number
3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	Autumn 2	21 – Inverse operations 22 – Make decisions
	Summer 2	3 – Add money 4 – Subtract money 5 – Find change

Y3 RTP

Ready to progress criteria	Block	Steps
3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.	Autumn 3	All 15 steps in this block relate to this criterion
	Spring 1	All 11 steps in this block relate to this criterion
3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Spring 3	1 – Understand the denominators of unit fractions 3 – Understand the numerators of non-unit fractions 4 – Understand the whole
3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	Summer 1	4 - Unit fractions of a set of objects
3F-3 Reason about the location of any fraction within 1 in the linear number system.	Spring 3	2 – Compare and order unit fractions 5 – Compare and order non-unit fractions 7 – Fractions on a number line 8 – Count in fractions on a number line
3F-4 Add and subtract fractions with the same denominator, within 1.	Summer 1	1 – Add fractions 2 – Subtract fractions

Y3 RTP

Ready to progress criteria	Block	Steps
3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	Summer 4	2 - Right angles
3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Summer 4	6 – Parallel and perpendicular 8 – Draw polygons

Changes from 22/23

Money moved to Summer - now 2 weeks instead of 1

Mass & Capacity brought forward to Spring 2

Statistics moved to the end of Summer 2

Year 4

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place Value				Number: Addition & Subtraction			Measurement: Area	Number: Multiplication & Division A			Consolidation
Spring	Number: Multiplication & Division			Measurement: Length & Perimeter		Number: Fractions				Number: Decimals A		
Summer	Number: Decimals B		Measurement: Money		Measurement: Time		Geometry: Properties of Shape	Statistics		Geometry: Position & Direction		Consolidation

Consolidation weeks – use to go back over areas of weakness, assess children, reviews etc.

The ready-to-progress criteria are the most important knowledge and understanding within each year group.

Y4 RTP

Ready to progress criteria	Block	Steps
4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100	Autumn 1	4 - Thousands
	Spring 1	3 - Multiply by 10 4 - Multiply by 100 5 - Divide by 10 6 - Divide by 100
4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	Autumn 1	5 - Represent numbers to 10,000 6 - Partition numbers to 10,000 7 - Flexible partitioning of numbers to 10,000
4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	Autumn 1	8 – Find 1, 10, 100, 1,000 more or less 9 – Number line to 10,000 10 – Estimate on a number line to 10,000 11 – Compare numbers to 10,000 12 – Order numbers to 10,000 14 – Round to the nearest 10 15 – Round to the nearest 100 16 – Round to the nearest 1,000 17 – Round to the nearest 10,000
4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	Autumn 1	9 – Number line to 10,000 10 – Estimate on a number line to 10,000

Y4 RTP

Ready to progress criteria	Block	Steps
4NF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	1 – Factor pairs 2 – Use factor pairs 7 – Related facts – multiplication and division 8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number
4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	11 – Divide a 2-digit number by a 1-digit number (1) 12 – Divide a 2-digit number by a 1-digit number (2) 13 – Divide a 3-digit number by a 1-digit number
4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).	Spring 1	4 – Multiply by 100 6 – Divide by 100
	Spring 4	10 – Divide a 1- or 2-digit number by 100

Y4 RTP

Ready to progress criteria	Block	Steps
4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	Spring 1	3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100
4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	Autumn 4	All 13 steps in this block relate to this criterion
4MD-3 Understand and apply the distributive property of multiplication.	Spring 1	8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number
4F-1 Reason about the location of mixed numbers in the linear number system.	Spring 3	4 – Number lines with mixed numbers 5 – Compare and order mixed numbers
4F-2 Convert mixed numbers to improper fractions and vice versa.	Spring 3	7 – Convert mixed numbers to improper fractions 8 – Convert improper fractions to mixed numbers
4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Spring 3	12 – Add fractions and mixed numbers 14 – Subtract from whole amounts 15 – Subtract from mixed numbers

Y4 RTP

Ready to progress criteria	Block	Steps
4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	Summer 6	3 – Draw 2-D shapes on a grid 4 – Translate on a grid
4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	Spring 2	8 – Perimeter of regular polygons 9 – Perimeter of polygons
	Summer 4	4 – Triangles 5 – Quadrilaterals 6 – Polygons
4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	Summer 4	7 – Lines of symmetry 8 – Complete a symmetric figure

Changes from 22/23

Area moved to Autumn 2 - do not need to calculate, just counting squares.

Year 5

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place Value			Number: Addition & Subtraction		Number: Multiplication & Division A			Number: Fractions A			
Spring	Number: Multiplication & Division B			Number: Fractions B		Number: Decimals & Percentages			Measurement: Perimeter & Area		Statistics	
Summer	Geometry: Shape			Geometry: Position & Direction		Number: Decimals			Number: Negative numbers	Measurement: Converting Units		Measurement: Volume

Consolidation weeks – use to go back over areas of weakness, assess children, reviews etc.

The ready-to-progress criteria are the most important knowledge and understanding within each year group.

Y5 RTP

Ready to progress criteria	Block	Steps
5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01	Spring 3	1 – Decimals up to 2 decimal places
5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.	Spring 3	1 – Decimals up to 2 decimal places
5NPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	Spring 3	8 – Order and compare decimals (same number of decimal places) 9 – Order and compare any decimals with up to 3 decimal places 10 – Round to the nearest whole number 11 – Round to 1 decimal place
5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.	Spring 3	2 – Equivalent fractions and decimals (tenths) 3 – Equivalent fractions and decimals (hundredths) 15 – Equivalent fractions, decimals and percentages
5NPV-5 Convert between units of measure, including using common decimals and fractions.	Summer 5	3 – Convert units of length 4 – Convert between metric and imperial units 5 – Convert units of time

Y5 RTP

Ready to progress criteria	Block	Steps
5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 6 – Square numbers
	Spring 1	All 11 steps in this block relate to this criterion
	Spring 2	All 7 steps in this block relate to this criterion
5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	Autumn 3	10 - Divide by 10, 100 and 1,000

Y5 RTP

Ready to progress criteria	Block	Steps
5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.	Autumn 3	8 – Multiply by 10, 100 and 1,000 9 – Divide by 10, 100 and 1,000 10 – Multiples of 10, 100 and 1,000
	Summer 3	10 – Multiply by 10, 100 and 1,000 11 – Divide by 10, 100 and 1,000 12 – Multiply and divide decimals - missing values
5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 6 – Square numbers
5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	Spring 1	1 – Multiply up to a 4-digit number by a 1-digit number 2 – Multiply a 2-digit number by a 2-digit number (area model) 3 – Multiply a 2-digit number by a 2-digit number 4 – Multiply a 3-digit number by a 2-digit number 5 – Multiply a 4-digit number by a 2-digit number
5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	Spring 1	7 – Short division 8 – Divide a 4-digit number by a 1-digit number 9 – Divide with remainders

Y5 RTP

Ready to progress criteria	Block	Steps
5F-1 Find non-unit fractions of quantities.	Spring 2	4 – Calculate a fraction of a quantity 5 – Fraction of an amount
5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	Autumn 4	1 – Find fractions equivalent to a unit fraction 2 – Find fractions equivalent to a non-unit fraction 3 – Recognise equivalent fractions
5F-3 Recall decimal fraction equivalents for ¼ , ½ , ⅕ and 1/10 and for multiples of these proper fractions.	Spring 3	2 – Equivalent fractions and decimals (tenths) 3 – Equivalent fractions and decimals (hundredths) 4 – Equivalent fractions and decimals

Y5 RTP

Ready to progress criteria	Block	Steps
5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	Summer 1	2 – Classify angles 3 – Estimate angles 4 – Measure angles up to 180° 5 – Draw lines and angles accurately
5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.	Spring 4	4 – Area of rectangles 5 – Area of compound shapes

Changes from 22/23

Statistics moved to Spring 2

Fractions begins earlier in Autumn 2 - broken up into 2 blocks.

Perimeter & Area moved back to Spring 2

Shape brought forward

3 weeks on decimals & percentages instead of 2

Year 6

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place value		Number: Addition, Subtractions, Multiplication & Division					Number: Fractions A		Number: Fractions B		Measurement: Converting Units
Spring	Ratio		Algebra		Number: Decimals		Number: Fractions, decimals and percentages		Measurement: Area, perimeter and volume		Statistics	
Summer	Geometry: Shape			Geometry: Position & Direction	Themed projects, consolidation and problem solving							

The ready-to-progress criteria are the most important knowledge and understanding within each year group.

Y6 RTP

Ready to progress criteria	Block	Steps
6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).	Autumn 1	4 – Powers of 10
6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.	Autumn 1	1 – Numbers to 1,000,000 2 – Numbers to 10,000,000 3 – Read and write numbers to 10,000,000
6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts	Autumn 1	6 – Compare and order any integers 7 – Round any integers
6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	Autumn 1	5 – Number line to 10,000,000
	Autumn 5	2 – Convert metric measures
	Spring 3	5 – Multiply by 10, 100 and 1,000 6 – Divide by 10, 100 and 1,000

Y6 RTP

Ready to progress criteria	Block	Steps
6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).	Spring 1	1 – Add or multiply? 5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	Autumn 2	8 – Solve problems with multiplication 10 – Division using factors 13 – Solve problems with division 14 – Solve multi-step problems 17 – Reason from known facts
6AS/MD–3 Solve problems involving ratio relationships	Spring 1	5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
6AS/MD–4 Solve problems with 2 unknowns.	Spring 2	9 – Find pairs of values 10 – Solve problems with two unknowns

Y6 RTP

Ready to progress criteria	Block	Steps
6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.	Autumn 3	1 – Equivalent fractions and simplifying 2 – Equivalent fractions on a number line
6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.	Autumn 3	3 – Compare and order (denominator)
6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.	Autumn 3	3 – Compare and order (denominator) 4 – Compare and order (numerator)

Y6 RTP

Ready to progress criteria	Block	Steps
6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	Spring 5	1 – Shapes - same area 2 – Area and perimeter 3 – Area of a triangle – counting squares 4 – Area of a right-angled triangle 5 – Area of any triangle 6 – Area of a parallelogram
	Summer 1	4 – Angles in a triangle 5 – Angles in a triangle – special cases 6 – Angles in a triangle – missing angles 7 – Angles in a quadrilateral 8 – Angles in polygons 10 – Draw shapes accurately

Changes from 22/23

Position & direction moved back

Ratio brought forward

Statistics brought forward

Curriculum finished 1 week earlier

Year 5/6

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Number: Place Value		Number: Addition & Subtraction		Number: Multiplication & Division A			Number: Fractions A				Consolidation
	Number: Place Value		Number: Four Operations					Number: Fractions A		Number: Fractions B		M - Converting Units
Spring	Number: Multiplication & Division B		Number: Fractions B		Number: Decimals and percentages				Measurement: perimeter & area		Statistics	
	Ratio		Algebra		Number: Decimals		Number: Fractions, decimals & percentages		Measurement: Area, perimeter & volume		Statistics	
Summer	Geometry: Shape			Geometry: Position & DIrection		Measurement: Converting Units		Volume	Investigations & consolidation GDS opportunities			
	Geometry: Shape			G - P&D	Y6 - project based learning - including areas of weakness from the year Calculator tasks?							