

Nursery

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline Number rhymes Counting songs			Colours and matching	Colours and matching	Sorting	Sorting	The number 1	The number 2 subitising	The number 2	Pattern 1	Pattern 2
Spring	Consolidation	Number 3 subitising	The number 3	The number 4	Number 4 composition	Number 5	Number 5 composition	Consolidation	Number 6	Height and length	Mass	Capacity
Summer	Consolidation	Sequencing	Positional language	More than/fewer	2D shapes	3D shape	Consolidation	Number composition	What comes after?	What comes before?	Numbers to 5	Consolidation

Reception

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn NCETM	Baseline		Week 1 Subitising within 3	Week 2 Counting, cardinality and ordinality Focus on counting skills	Week 3 Composition – 3 and 4	Week 4 Subitising: Objects and sounds	Week 5 Comparison: Use language more than and fewer than	Week 6 Counting, cardinality and ordinality – 5 as a quantity	Week 7 Comparison – more than, fewer than, equal number, greater than	Week 8 Composition – whole and parts	Week 9 Composition – 3, 4, 5	Week 10 Counting, cardinality and ordinality – collecting a certain amount, counting to 20
	Getting To Know You		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with four sides
Spring NCETM	Week 11 Subitising to 5 with symbolic representation	Week 12 Counting, cardinality and ordinality – 1 more than	Week 13 Composition of 5 – missing parts	Week 14 Composition – 5 and a bit	Week 15 Composition – equal or unequal	Week 16 Counting, cardinality and ordinality: 'staircase' pattern and ordering numbers	Week 17 Comparison Ordering numbers to 8 Less than	Week 18 Composition – numbers to 7	Week 19 Composition – doubles facts	Week 20 Composition – sorting numbers based on odd, even, equal, not equal (NCETM) Wk20	Consolidation	
	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10				
Spring WR	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10			Explore 3-D shapes	
Summer NCETM	Week 21 Counting, ordinality and cardinality Counting – larger sets	Week 22 Subitising – to 6	Week 23 Composition '5 and a bit'	Week 24 Composition - of 10	Week 25 Comparison – linked to ordinality	Week 26 Counting, ordinality and cardinality – subitise to 5, introduce rekenrek	Review and assess Automatic recall of bonds to 5	Review and assess Composition of numbers to 10	Review and assess Comparison	Review and assess Number patterns	Review and assess Counting	Consolidation
	Counting – larger sets		Composition '5 and a bit'	Composition - of 10	Comparison – linked to ordinality	Counting, ordinality and cardinality – subitise to 5, introduce rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting	

Summer WR	To 20 and beyond	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation
--------------	------------------	---------------	-----------------------------------	----------------------	--------------------------	------------------	---------------

NOTES

This overview shows a combination of NCETM number sense and WR.

All units cover the specifications of the statutory DfE Early Years Framework and the non-statutory guidance

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place value (within 10) NCETM Spine: 1.1 (comparison context) 1.3 , (numbers 0-5) and 1.4 (numbers 6-10) Note: part-whole shows up in 1.2 which could be used before 1.3						Number – Addition and Subtraction (within 10) NCETM Spine: 1.2 (part whole model) 1.5 , 1.6 , 1.7 DfE RTP 1NF-1 DfE RTP 1AS-1 DfE RTP 1AS-2					Consolidation
	Geometry: Shape DfE RTP 1G-1 1G-2						Measure – length and height NCETM Spine: 1.1					Consolidation
Spring	Number – place value (within 20) NCETM Spine: 1.10 (TP 1 and 2) DfE RTP 1NPV-2		Number – addition and subtraction (within 20) NCETM Spine: 1.10 (TP 5), 1.11 (TP 5 and 6 – Y2 booklet)				Number – place value (within 50) NCETM Spine: 1.9 , 2.11					Consolidation
	Geometry: Position and Direction						Measure – mass and volume NCETM Spine: 1.1					Consolidation
Summer	Number – multiplication and division NCETM Spine: 2.1 (TP 1-3) could also ref back to 1.8 TP 2 DfE RTP 1NF-2		Number – Fractions NCETM: Key Stage 1 Year 1: Halving shapes or objects Year 1: Find a quarter of a shape or object				Number – place value (within 100) NCETM Spine: 1.9 DfE RTP 1NPV-1					Consolidation
	Measure: Money NCETM Spine: 2.1 (TP 4 – 6)						Measure: Time					Consolidation

NOTES:

Time should also be incorporated into daily mental maths

NCETM encourages teaching numbers from 20-100 (1.8 + 1.9 NCETM SPR 2, SUM 1 and SUM 4) before learning the 11-20 teen numbers ([1.10 NCETM AUT 4](#)) which is different to the White Rose planning. This should be considered when planning. 'This segment will give children a sense of the regularity of number naming up to 100 before they begin to work on irregularly named teen numbers'. However, TP 1.9 will need tailoring as to not include numbers 11-20

NCETM teaching for mastery assessment booklets <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>

Supplement resources with:

Gareth Metcalfe – I see maths

Deepening Understanding – WR linked

Grammarsaurus – WR linked

YEAR 2

NCETM Spine link reference (TP = Teaching Point)

DfE RTP

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value NCETM Spine: 1.9 (revisit Year 1 PV to 100) 2.1 (count in 2s, 5s, 10s) DfE RTP 2NPV-1 , 2NPV-2				Number – Addition and Subtraction NCETM Spine: Could refer back to 1.2 (for part-whole), 1.8 (support with tens and bonds to 100), 1.9 (TP 6 using PV for fact families) 1.7 (fact families inverse etc.) 1.14 (add and sub tens, 10 more less) 1.13 - (covers most small steps) 1.14 , 1.15 1.16 (subtraction 2 digit 2 digit, bonds 10s and 1s) 1.11 (three addends) 2.1 (TP 2 bonds to 100 from Y3) DfE RTP 2NF-1 , 2AS-1 , 2AS-2 , 2AS-3 , 2AS-4				Geometry – position and direction		Consolidation	
Spring	Measure – Money NCETM Spine: revisit 2.1 (TP 4-6) Use Add & Sub skills from previous block and apply to money		Number – Multiplication and Division NCETM Spine: 2.2 , 2.3 (TP1) 2.5 (arrays) 2.3 (2x table), 2.4 (10 and 5 x table) DfE RTP 2MD-1 , 2MD-2				Measure – length and height NCETM Spine: could ref back to 1.1		Number – Fractions NCETM Spine: Key Stage 1 Fractions			
Summer	Statistics NCETM Spine: some ideas in 1.12 but this is mainly a focus on difference		Measure – mass, capacity and temperature			Geometry – Shape DfE RTP 2G-1		Measure - Time		Consolidation		

NOTES:

Time should be incorporated into daily mental maths

Struggling to match in 1.12 to WR so could be used as a separate focus on subtraction and difference. May need to modify some skills on NCETM for bonds to 100 (10s and 1s) example 1.16.

NCETM teaching for mastery assessment booklets <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>

Supplement resources with:

Gareth Metcalfe – I see maths, Deepening Understanding – WR linked, Grammarsaurus – WR linked

YEAR 3

NCETM Spine link reference (TP = Teaching Point)

DfE RTP

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place value NCETM Spine: 1.17 (TP1 hundreds, 1000, 50s, 25s) 1.18 (TP1 100s,10s,1s) (TP2 number line to 1000) (TP3 1,10,100 more or less) (TP4 compare order) DfE RTP 3NPV-1 , 3NPV-2 , 3NPV-3			Number – Addition and Subtraction. NCETM Spine: 1.18 (TP 5 add and sub multiples of 100) 1.19 1.17 (TP 3 + 4 crossing 10s and 100s) 1.20 (written addition) 1.21 (written subtraction) DfE RTP 3NF-1 , 3NF-3 , 3AS-1 , 3AS-2 , 3AS-3				Measure – length and perimeter NCETM Spine: 2.16 (TP 1 to introduce)			Consolidation	
Spring	Number – Multiplication and division NCETM Spine: 2.6 (revisit for equal groups) 2.8 (TP 1 mult and divide by 3) 2.7 (mainly TP2 mult divide by 4 incl 4x table) (TP3 & 4 mult and divide by 8 incl 8x table) DfE RTP 3NF-2 , 3NF-3 , 3MD-1			Number – Multiplication and Division NCETM Spine: 2.6 TP4 related 2.13 (TP 6 related facts taken from y4) 2.19 (related facts taken from y5) 2.17 and 2.8 (TP 5 scaling) 2.14 (select from TP 1 & 2) 2.15 (TP 1) (Concrete resources best for this topic) DfE RTP 3NPV-4 , 3MD-1			Number – Fractions Key Stage 1 3.1 , 3.2 3.6 (TP 3 Fractions of amounts) DfE RTP 3F-2			Measure – mass and capacity		
Summer	Number – Fractions 3.3 (compare and order) 3.4 (add and sub fractions) 3.7 (select from TP 1 + 2 only) DfE RTP 3F-3 , 3F-4		Measure – Money NCETM Spine: revisit 2.1 1.25 (select appropriate)	Measure – Time secure understanding of 12 hr			Geometry – Shape DfE RTP 3G-1 , 3G-2		Statistics	Consolidation		

NOTES:

Time should be incorporated into daily mental maths

Will have to dip into ‘year 4’ (3.5, 3.6) and even year 5 (3.7) for equivalent fractions on the NCETM spine for some lessons. Will also have to revisit early fraction work a lot for deep understanding. NCETM teaching for mastery assessment booklets <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>

Supplement resources with: Gareth Metcalfe – I see maths, Deepening Understanding – WR linked, Grammarsaurus – WR linked

YEAR 4

NCETM Spine link reference (TP = Teaching Point)

DfE RTP

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value NCETM Spine: 1.17 (count in 25s), 1.22 , 1.27 (negative numbers) DfE RTP 4NPV-1 , 4NPV-2 , 4NPV-3				Number – Addition and Subtraction NCETM Spine: 1.22 (TP 3 add sub 1s,10s,100s,1000s and TP5). Refer back to 1.20 and 1.21 for introducing written methods.			Measure – length and perimeter NCETM Spine: 2.16			Geometry – Position and Direction DfE RTP 4G-1	
Spring	Consolidation	Number – Multiplication and division A NCETM Spine: 2.6 (TP5 for $x \div 0$ and 1), 2.8 (6x and 9x), 2.9 (7x), 2.13 ($x \div 10,100$) DfE RTP 4NPV-4 , 4NF-3 , 4MD-1 , 4MD-2 , 4MD-3			Number – Multiplication and division B NCETM Spine: 2.10 (factor pairs), 2.11 (11x, 12x & efficient mult), 2.14 (multiplication) 2.15 (division) 2.12 (remainders DfE RTP 4NF-1 , 4NF-2 , 4MD-2 , 4MD-3)			Measure – Area Spine: 2.16	Number - Fractions NCETM Spine: May need to visit 3.0 (KS1 fractions) & Year 3 for intro. 3.4 (add and sub fractions) 3.7 (equiv - TP1 & TP2), 3.5 (be selective - show more than one whole in fractions, count on & back past 1, add & sub) DfE RTP 4F-1 , 4 F-2 , 4F-3			
Summer	Number – decimals NCETM Spine: (Revisit 2.13 for $\div 10$ and 100), 1.23 (tenths, hundredths), 1.24 (mainly TP 1 and some of TP2)) DfE RTP 4MD-1			Number – decimals NCETM Spine: 1.24 (TP2, TP7)		Geometry – Shape NCETM Spine: 1.27 TP 6 DfE RTP 4G-2 , 4G-3		Measure – Money NCETM Spine: 1.22 (TP 4 estimate money) 1.25		Measure - Time		Statistics

NOTES:

Time and Roman Numerals should be incorporated into daily mental maths

you may want to go back to earlier year groups when appropriate. For example, in add and subtract it would be worth visiting the year 3 introduction to column methods with 3 digit numbers before moving on to 4 digit numbers. It may say this on the spine materials.

NCETM teaching for mastery assessment booklets <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>

Supplement resources with: Gareth Metcalfe – I see maths, Deepening Understanding – WR linked, Grammarsaurus – WR linked

YEAR 5

NCETM Spine link reference (TP = Teaching Point)

DfE RTP

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number – place value Number – negative numbers NCETM Spine: 1.26 1.27 (negative numbers) DFE RTP 5NPV-2			Number – Addition and Subtraction NCETM Spine: revisit 1.22 (TP 3 and TP5) and 1.20 , 1.21 for written methods. 1.29 (strategies and mental methods as opposed to written. Includes decimals) 1.29 (TP 3 difference) 1.29 (TP 6 estimate, approximate, inverse) 1.28 (multi-step problems)		Statistics NCETM Spine: some examples in 1.28 and 1.29		Number – Multiplication and division NCETM Spine: 2.21 (factors multiples prime) 2.9 (square numbers) 2.13 (mult divide 10,100,100) 2.19 (10,100,1000) 2.20 (cube numbers) 2.18 (maybe stand alone as equivalence) DFE RTP 5NPV-4 , 5NF-2 , 5MD-1 , 5MD-2		Measure – Perimeter and area NCETM Spine: revisit 2.16 DFE RTP 5G-2		Geometry – Position and direction NCETM Spine 1.27 TP 6	
Spring	Number – Multiplication and division NCETM Spine: 2.23 (area model) 2.15 (division) 2.14 (written multiplication) DFE RTP 5NF-1 , 5NF-2 , 5MD-3 , 5MD-4			Number – Fractions A and B NCETM Spine: revisit parts of earlier fractions to prepare for topic (3.1 , 3.2 , 3.3 , 3.4) 3.7 (equivalents and simplifying, compare order), 3.8 (add and subtract), 3.5 improper and mixed, 3.6 multiplying DFE RTP 5F-1 , 5F-2 , 5F-3						Number – Decimals and percentages NCETM Spine: continue from y4 1.23 and 1.24 (1/10, 1/100, 1/1000ths) 1.24 (TP 3 compare and order) 3.10 FDP (TP1,TP2,TP4, TP5) DFE RTP 5NPV-1		Consolidation	
Summer	Number – Decimals NCETM Spine: ref back to 1.23 TP 4 -6 1.24 (TP 4 & 6) 2.19 TP 2 and 2.29 (decimals by 10,100,1000) DFE RTP, 5NPV-3				Geometry – properties of shape 1.28 (some ideas in TP4) DFE RTP 5G-1								

NOTES:

Time and Roman Numerals should be incorporated into daily mental maths

Lots of revisiting needed (see previous year groups). Big emphasis on FDP.

Measure – converting units, DFE RTP [5NPV-5](#), Measure – volume (to be taught throughout other units to provide context and reasoning).

NCETM teaching for mastery assessment booklets <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>

Supplement resources with: Gareth Metcalfe – I see maths, Deepening Understanding – WR linked, Grammarsaurus – WR linked

YEAR 6

NCETM Spine link reference (TP = Teaching Point)

DfE RTP

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Number: Place Value NCETM Spine: revisit y5 1.26PV 1.30 (mainly TP2 and TP3) 1.30 (TP 5 rounding) DFE RTP 6NPV-2, 6NPV-3</p>		<p>Number: Add. Sub, Multiplication and Division NCETM Spine: 1.30TP 4 (revisit 1.20 and 1.21 for column) 1.30 (maybe use to secure PV and counting through boundaries using mental methods TP4 and fluency including RPS in TP6) 2.24 (division - ref back to 2.15 if necessary) 2.23 long multiplication 2.21 common factors, common multiples, primes 2.20 cubes and ref back to 2.9 for square numbers 2.22 and 2.28 (order operations) 2.25 (reason known facts) DFE RTP 6NPV-4, 6AS/MD-1, 6AS/MD-2, 6AS/MD-3, 6AS/MD-4</p>				<p>Number: Fractions NCETM Spine: 3.7 simplify equivalent incl. number line revisit 3.5 mixed number improper fraction add, sub, number line 3.8 add and sub fractions 3.8 TP 5 (compare denom. and numerator) 3.9 Multiply, divide 3.9 fractions of amounts TP1 - revisit 3.6 TP 3 DFE RTP 6F-1, 6F-2, 6F-3</p>				<p>Geometry: Position & Direction NCETM Spine: 1.27 TP 6</p>	
Spring	<p>Number: Decimals Spine: revisit TP 1.24 for 3 D.P, revisit 2.29 - multi div 10,100,1000 2.19 mult div decimals by integers 2.28 (some support with division problems but no decimals) 3.10 fraction decimal DFE RTP 6NPV-1, 6NPV-4</p>		<p>Number: Percentages NCETM Spine: 3.10</p>		<p>Number: Algebra NCETM Spine: 1.28, 1.31</p>	<p>Measures: Convert Units NCETM Spine: 2.29 TP2 (metric only)</p>	<p>Measurement: Perimeter, Area and Volume NCETM Spine: 2.30 area perimeter (revisit 2.16) 2.20 volume</p>		<p>Number: Ratio NCETM Spine: 2.27</p>		<p>Consolidation</p>	
Summer	<p>Geometry: Property of Shape NCETM Spine: 1.28 TP4 (missing angles only) DFE RTP 6G-1</p>		<p>Statistics Small Steps: 8 NCETM Spine: 1.28 TP3 (pie chart, bar chart - missing values focus) 3.10 TP6 - percentage context, 2.26 mean average</p>		<p>Consolidation, investigations and transition</p>							

NOTES:

Time and Roman Numerals should be incorporated into daily mental maths

Lots of revisiting needed (see previous year groups)

NCETM teaching for mastery assessment booklets <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>

Supplement resources with: Gareth Metcalfe – I see maths, Deepening Understanding – WR linked, Grammarsaurus – WR linked