



Carterton Primary School
Mathematics Long Term Plan 2026-2027
Refer to NC document for objectives



	Autumn 1 7.5 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 4.5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Assessment Week		Term 2 Week 3 21 st Nov		Term 4 week 2 1 st March		Term 6 week 3 21 st June
Nursery	Counting 1: Hear and say number names Comparison 1 – More than, fewer than, same Shape, space and measures 1 – Explore and build with shapes and objects Pattern 1 – Explore repeats	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 measures 3 – Explore position and routes Pattern 3 – Explore own first patterns	Counting 4 – Take and give 1,2,3 Shape space and measures 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 measures 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 and compare
Reception	Number Subitising objects within 3 Exploring how numbers are made of ones	Number The ‘fiveness’ of 5 Compare sets and use comparison language Explore the whole and part	Number Subitise within 5 Match numerals to quantities within 5 One more than	Number Ordering numbers to 8 Language of less than Understand doubles	Number Count larger sets and things that can’t be seen Subitise to 6 Composition of 5 and a bit	Number Review and assess: Introduction to rekenreks Subitise to 5 Automatic recall of number bonds to 5



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	Comparing sets and using the numbers of comparison Numerical Patterns Match sort and compare Measure and patterns	Composition of 3 and 4 Numerical Patterns Circles and triangles Shapes with 4 sides	Compare sets and the language of comparison Know that 6 and 7 equals 5 and a bit Numerical Patterns Mass and capacity	Odd and even Numerical Patterns Length, height and time Explore 3-d shapes	Composition of numbers to 10 Play track games Numerical Patterns Manipulate compose and decompose Visualise, build and map	Composition of numbers to 10 Comparison to 10 Number patterns Counting Numerical Patterns Maths connections
Year 1	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10)(cont'd) Geometry: Shape Number: Place Value (within 20) Consolidation	Number: Place Value (within 20) (cont'd) Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Multiples of 2,5,10	Measurement: Length and Height Measurement: Mass and Volume Consolidation	Number: Multiplication and division (reinforce multiples of 2,5,10) Number: Fractions Geometry: Position and Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time



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Year 2	Number: Place Value Number: Addition and subtraction	Number: Addition and subtraction (cont'd) Geometry: Shape Measurement: Money	Measurement: Money Number: Multiplication and Division	Measurement: Length and Height Measurement: Mass, Capacity and Temperature	Measurement: Mass, Capacity and Temperature (cont'd) Number: Fractions Measurement: Time	Measurement: Time (cont'd) Statistics 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 (cont'd) Measurement: Length and Perimeter Number: Fractions A	Number: Fractions A (cont'd) Measurement: Mass and Capacity	Measurement: Mass and Capacity (cont'd) Number: Fractions B Measurement: Money Measurement: Time	Measurement: Time (cont'd) Geometry: Shape Statistics Consolidation



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Year 4	Number: Place Value Number: Addition and subtraction	Measurement: Area Number: Multiplication and Division A Number: Multiplication and Division B Consolidation	Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions	Number: Fractions (cont'd) Number: Decimals A Consolidation	Number: Decimals A (cont'd) Number: Decimals B Measurement: Money Measurement: Time	Measurement: Time (cont'd) Geometry: Shape 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: Multiplication and Division B (cont'd) Number: Fractions B Number: Decimals and Percentages	Number: Decimals and Percentages (cont'd) Measurement: Perimeter and Area Statistics	Statistics (cont'd) Geometry: Shape Geometry: Position and Direction Number: Decimals	Number: Decimals Measurement: Converting Units Measurement: Volume



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Year 6	Number: Place Value Number: Addition and subtraction, Multiplication and Division	Number: Fractions A Number: Fractions B Measurement: Converting Units Measurement: Ratio	Measurement: Ratio (cont'd) Number: Algebra Number: Decimals Number: Fractions, Decimals and Percentages	Number: Fractions, Decimals and Percentages (cont'd) Measurement: Area, Perimeter and Volume Statistics	Statistics (cont'd) Geometry: Shape Geometry: Position and Direction Consolidation Problem Solving	Consolidation Problem Solving Themed Projects
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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 resources 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 – Ready to Progress