



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

Maths Curriculum Overview

2026/27

Subject Leader: Mr Briggs



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
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Intent, Implementation and Impact

Our Vision

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &
ASPIRATIONS



ACTIVE
CITIZENS



DIVERSITY



HEALTHY
ADVOCATES



RESILIENCE

Intent

At Barrow URC Primary School, our aim is for every child to develop a sound understanding of maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school; to make rich connections across the different areas of maths and use their knowledge across other subjects, realising the importance of maths in the wider world.

Implementation

We will use the following approaches in our teaching of mathematics:

- We teach maths daily (1 hour) throughout the year.
- Every class from EYFS to Y6 follows the Red Rose scheme of learning which is based on the National Curriculum. Lessons may be personalised to address the individual needs and requirements for a class but coverage is maintained.
- The SoL is supported through implementations of extra resources. That are in line with White Rose
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. It is seen through the concrete resources used, and/or the reliance on the representations and structures within a lesson to help embed a mathematical concept.
- All children are expected to be exposed to age related expectations and staff allow the time to plug gaps children may have in a particular area of mathematics.
- Staff understand what age-related expectations and mastery looks like for each objective and plan for how their children will get there. In order to meet the needs of all pupils, children working at a greater depth of understanding within an area of mathematics have 'going deeper' opportunities.
- Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child.
- Daily basic skills sessions recap and rehearse key skills to aid retention and support fluency (standalone arithmetic lessons)
- The use of Times Table Rock Stars to support with times table knowledge and ensuring pupils are ready for the times table check.
- Create opportunities for the children to use their knowledge and understand how it will be used outside of school.
- Develop the Mastering Number approach across the relevant year groups, using the NCETM programme's agreed sessions and materials where the school is participating.

Impact

We will assess the impact of the curriculum by:

- Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and relate this to real life purposes.
- Children show confidence and believe they can learn about a new maths area and apply the knowledge and skills they already have.
- Children demonstrate quick recall of facts and procedures. This includes the recollection of the times tables.
- At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.
- Pupils using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Pupils show increasingly secure recall and flexible application of number facts and fundamental knowledge.



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Whole School Programme of Study: Maths

Maths – Whole School Programme of Study (2026/2027)

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	U1 Number 1 U2 Numbers to 2 U3 Numbers to 3 U4 Numbers to 4	U5 Numbers to 5 U6 Numbers to 6 U7 Numbers to 7 U8 Numbers to 8 U9 Numbers to 9 U10 Numbers to 10	U11 Counting and Comparing U12 Partitioning U13 Addition and Subtraction U14 Comparing Measures U15 Sorting and Patterning	U16 Shape U17 Addition and Subtraction U18 Multiplication and Division U19 Space U20 Time	U21 Counting, Comparing and Ordering U22 Numbers to 20 U23 Comparing and Ordering Measures U24 Money U25 Shape and Sorting	U26 Multiplication and Division U27 Space and Pattern U28 Time U29 Addition and Subtraction U30 Numbers to 20
Year 1	U1 Place Value U2 Length and Mass U3 Addition and Subtraction U4 2-D and 3-D Shapes	U5 Sequencing and Sorting U6 Fraction U7 Capacity and Volume U8 Money U9 Time	U10 Place Value U11 Mass U12 2-D and 3-D Shape U13 Counting and Money U14 Multiplication U15 Division	U16 Length and Mass U17 Addition and Subtraction U18 Fractions U19 Position and Direction U20 Time	U21 Place Value U22 Addition and Subtraction U23 Capacity and Volume U24 Fractions U25 Position and Direction and Time U26 2-D and 3-D Shape	U27 Time U28 Multiplication and Division U29 Statistics and Calculations U30 Measurement U31 Sorting and Sequencing
Year 2	U1 Place Value U2 Length and Mass U3 Addition and Subtraction U4 2-D and 3-D Shapes	U5 Counting, Multiplication and Sorting U6 Statistics U7 Fractions U8 Capacity and Volume U9 Money U10 Time	U11 Place Value U12 Mass and Volume and Capacity U13 Addition and Subtraction U14 Counting and Money U15 Multiplication and Division	U16 Length U17 Addition and Subtraction U18 2-D and 3-D Shapes U19 Fractions and Position and Direction U20 Time	U21 Place Value and Statistics U22 Addition and Subtraction U23 Capacity and Volume U24 Temperature U25 Fractions U26 Position and Direction and Time U27 2-D and 3-D Shape	U28 Addition and Subtraction U29 Multiplication and Division U30 Statistics and Calculations U31 Measurement
Year 3	U1 Place Value, addition and subtraction U2 Length and perimeter U3 Statistics U4 Addition and subtraction	U5 Multiplication tables (3x and 4x) U6 Multiplication U7 Division U8 Time U9 3-D shape	U10 Place Value, addition and subtraction U11 Multiplication U12 Fractions U13 Division U14 Volume, capacity and mass	U15 2-D shape U16 Addition and Subtraction and statistics U17 Fractions U18 Position and direction U19 Time	U20 Addition and subtraction U21 Multiplication and division U22 Shape U23 Decimal place value U24 3-D Shape	U25 Place value U26 Calculation U27 Fractions U28 Statistics U29 Time
Year 4	U1 Place Value, addition and subtraction U2 Length and perimeter U3 Statistics U4 Addition and subtraction	U5 Multiplication U6 Division U7 Time U8 3-D shape	U9 Place Value U10 Multiplication U11 Division U12 Addition and subtraction U13 Fractions	U14 Addition and Subtraction and Money U16 Position and Direction U17 Area U18 Statistics U19 Measures	U20 Place Value U21 Addition and Subtraction U22 Multiplication and Division and Measures U23 Area	U24 Fractions U25 2-D and 3-D Shape U26 Statistics U27 Place value
Year 5	U1 Place Value, addition and subtraction U2 Addition and subtraction U3 Statistics U4 Geometry (Angles) U5 Geometry and measure	U6 Multiplication and division U7 Division U8 Multiplication and area U9 Time	U10 Place Value and Negative Numbers U11 Addition and Subtraction U12 Multiplication U13 Measures (Length, Mass and Capacity) U14 Geometry	U15 Fractions U16 Geometry (Shape) U17 Measurement (volume) U18 Statistics U19 Problem Solving including Bar Modelling	U20 Place Value U21 Measurement and Statistics U22 Geometry U23 Addition and Subtraction U24 Multiplication	U25 Division U26 Fractions U27 Percentages U28 Statistics U29 Measurement

Year 6	U1 Number and Place Value and Decimals U2 Addition and subtraction U3 Multiplication Unit 3 Statistics U4 Division	U5 Fractions, Decimals and Percentages U6 Algebra and Sequences U7 Geometry and Area U8 Statistics	U10 Place Value, Negative Numbers and Number Sequences U11 Coordinates and Geometry U12 Calculation U13 Fractions	U14 Ratio and proportion U15 Statistics U16 Geometry (2-D and 3-D Shape) U17 Perimeter, Area and Volume U18 Algebra	U19 Revision U20 Applied maths	U21 Addition and subtraction U22 Multiplication U23 Division U24 Applied maths
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EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Week 1		Unit 5 Numbers to 5	Unit 11 Counting and Comparing	Unit 16 Shape	Unit 21 Counting, Comparing and Ordering	Unit 26 Multiplication and Division		
Week 2		Unit 6 Numbers to 6	Unit 12 Partitioning	Unit 17 Addition and Subtraction	Unit 22 Numbers to 20	Unit 27 Space and Pattern		
Week 3	Unit 1 Number 1	Unit 7 Numbers to 7	Unit 13 Addition and Subtraction			Unit 18 Multiplication and Division	Unit 23 Comparing and Ordering Measures	Unit 28 Time
Week 4	Unit 2 Numbers to 2	Unit 8 Numbers to 8						Unit 19 Space
Week 5	Unit 3 Numbers to 3	Unit 9 Numbers to 9	Unit 14 Comparing Measures	Unit 20 Time	Unit 25 Shape and Sorting	Unit 30 Numbers to 20		
Week 6	Unit 4 Numbers to 4	Unit 10 Numbers to 10	Unit 15 Sorting and Patterning					

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Unit 1 Place Value	Unit 5 Sequencing and Sorting	Unit 10 Place Value	Unit 16 Length and Mass	Unit 21 Place Value	Unit 27 Time
Week 2		Unit 6 Fractions	Unit 11 Mass	Unit 17 Addition and Subtraction	Unit 22 Addition and Subtraction	Unit 28 Multiplication and Division
Week 3	Unit 2 Length and Mass		Unit 12 2-D and 3-D Shape	Unit 18 Fractions		Unit 29 Statistics and Calculation
Week 4	Unit 3 Addition and Subtraction	Unit 7 Capacity and Volume		Unit 19 Position & Direction	Unit 23 Capacity and Volume	
Week 5		Unit 8 Money	Unit 13 Counting and Money		Unit 24 Fractions	Unit 30 Measurement
Week 6	Unit 9 Time	Unit 14 Multiplication	Unit 20 Time	Unit 25 Position & Direction and Time	Unit 31 Sorting and Sequencing	
Week 7	Unit 4 2-D and 3-D Shape	Assess and review week	Unit 15 Division	Assess and review week	Unit 26 2-D and 3-D Shape	Assess and review week

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Unit 1 Place Value	Unit 5 Counting, Multiplication and Sorting	Unit 11 Place Value	Unit 16 Length	Unit 21 Place Value and Statistics	Unit 28 Addition and Subtraction
Week 2		Unit 6 Statistics	Unit 12 Mass and Volume and Capacity	Unit 17 Addition and Subtraction	Unit 22 Addition and Subtraction	Unit 29 Multiplication and Division
Week 3	Unit 2 Length and Mass	Unit 7 Fractions	Unit 13 Addition and Subtraction	Unit 18 2-D and 3-D Shape	Unit 23 Capacity and Volume	Unit 30 Statistics and Calculation
					Unit 24 Temperature	
Week 4	Unit 3 Addition and Subtraction	Unit 8 Capacity and Volume	Unit 14 Money	Unit 19 Fractions and Position & Direction	Unit 25 Fractions	Unit 31 Measurement
		Unit 9 Money				
Week 5		Unit 10 Time	Unit 15 Multiplication and Division	Unit 20 Time	Unit 26 Position & Direction and Time	Assess and review then address significant gaps
Week 6	Unit 4 2-D and 3-D Shape	Assess and review week		Assess and review week	Unit 27 2-D and 3-D Shape	

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Unit 1 Place value, addition and subtraction	Unit 5 Multiplication tables (3× and 4×)	Unit 10 Place value, addition and subtraction	Unit 15 2-D shape	Unit 20 Addition and subtraction	Unit 25 Place value
Week 2		Unit 6 Multiplication	Unit 11 Multiplication	Unit 16 Addition, subtraction and statistics		Unit 26 Calculation
Week 3	Unit 2 Length and perimeter	Unit 7 Division		Unit 17 Fractions	Unit 21 Multiplication and division	Unit 27 Fractions
Week 4	Unit 3 Statistics	Unit 8 Time	Unit 12 Fractions			Unit 28 Statistics
Week 5	Unit 4 Addition and subtraction	Unit 9 3-D shape	Unit 13 Division	Unit 19 Time	Unit 23 Decimal place value	Unit 29 Time
Week 6		Assess and review week	Unit 14 Volume, capacity and mass	Assess and review week		Assess and review week
					Unit 24 3-D shape	

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Unit 1 Place Value, Addition and Subtraction	Unit 5 Multiplication	Unit 9 Place Value	Unit 14 Addition and Subtraction and Money	Unit 20 Place Value	Unit 24 Fractions
Week 2				Unit 15 2-D Shape and Sorting	Unit 21 Addition and Subtraction	
Week 3	Unit 2 Length and Perimeter	Unit 6 Division	Unit 10 Multiplication			Unit 16 Position and Direction
				Week 4	Unit 17 Area	Unit 22 Multiplication and Division and Measures
Unit 3 Statistics	Unit 7 Time	Unit 11 Division	Unit 18 Statistics		Unit 26 Statistics	
			Week 5	Unit 4 Addition and Subtraction	Unit 8 3-D Shape	Unit 12 Addition and Subtraction
Week 6	Assess and review week	Unit 13 Fractions	Assess and review week			

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Unit 1 Place Value	Unit 6 Multiplication and Division	Unit 10 Place Value and Negative Numbers	Unit 15 Fractions	Unit 20 Place Value	Unit 25 Division
Week 2			Unit 11 Addition and Subtraction			Unit 26 Fractions
Week 3	Unit 2 Addition and Subtraction	Unit 7 Fractions	Unit 12 Multiplication	Unit 16 Geometry (Shape)		Unit 27 Percentages
Week 4				Unit 17 Measurement (Volume)	Unit 21 Measurement and Statistics	
Week 5	Unit 3 Statistics	Unit 8 Multiplication and Area	Unit 13 Measures (Length, Mass and Capacity)	Unit 18 Statistics	Unit 22 Geometry	Unit 28 Statistics
	Unit 4 Geometry (Angles)			Unit 19 Problem Solving including Bar Modelling	Unit 23 Addition and Subtraction	Unit 29 Measurement
Week 6	Unit 5 Geometry and Measures	Assess and review week	Unit 14 Geometry	Assess and review week	Unit 24 Multiplication	Assess and review week

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Unit 1 Number and Place Value and Decimals	Unit 5 Fractions, Decimals and Percentages	Unit 9 Place Value, Negative Numbers and Number Sequences	Unit 13 Ratio and Proportion	Unit 18 Revision	Unit 20 Addition and Subtraction
Week 2			Unit 10 Coordinates and Geometry			Unit 14 Statistics
Week 3	Unit 11 Calculation	Unit 15 Geometry (2-D and 3-D Shape)		Unit 22 Division		
Week 4		Unit 3 Multiplication	Unit 7 Geometry and Area	Unit 16 Measurement		Test Week
Week 5				Unit 8 Statistics	Unit 17 Algebra	
Week 6	Unit 4 Division	Assess and review week	Unit 12 Fractions			Assess and review week

Maths in EYFS

In the EYFS, maths is introduced to the children through a play-based and hands-on approach. Maths is integrated throughout the learning environment, daily routines and through play. Adult led activities introduce children to the curriculum using concrete and abstract resources that will facilitate mathematical exploration, as well as introduce the children to key vocabulary. This is enhanced through continuous provision, where children have the opportunities to develop and build upon their mathematical knowledge and explore the different areas of the Maths curriculum through a supportive environment and play. During the reception year, the focus is on building a strong mathematical foundation in concepts and skills, promoting curiosity, problem solving and a positive attitude towards maths.

Develop early number sense through high-quality interactions, play, stories, songs, games, counting, subitising and exploration of patterns and relationships. Align any Mastering Number input with the EYFS learning environment rather than treating it as a replacement for play-based provision.

Maths and SEND Provision

The Maths curriculum accommodates and challenges pupils of all abilities and address a range of learning needs. Teachers of maths will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

Maths and identifying the more able learner

At Barrow, a “more able mathematician” often shows mathematical ability through quality reasoning and problem-solving rather than just complexity and high levels of mathematical reasoning that can be shown in a variety of ways including orally or in writing. These students approach challenging tasks with enjoyment and have the ability to use a range of different strategies to progress through the questions e.g. working backing backwards and teaching the teacher.

- Work systematically and accurately
- Be more analytical
- Think logically and see mathematical relationships
- Make connections between mathematical concepts they have learned
- Identify patterns easily
- Apply their knowledge to new or unfamiliar contexts
- Communicate their reasoning and justify their methods
- Ask questions that show clear understanding of, and curiosity about, mathematics
- Take a creative approach to solving mathematical problems including written problems

- Understand and acquire different approaches to problems, not relying on one strategy
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Be more adept at posing their own questions and pursuing lines of inquiry

Maths and provision for the more able.

Maths and Provision for the more able learner.

At Barrow, we ensure that those children who display characteristics of a more able learner in mathematics are provided with opportunities that regularly stretch and challenge them to a deeper level. Some ways that we do this are:

- Avoiding extensive and unnecessary practice of something which has been learnt
- Opportunities to hypothesise and predict what comes next.
- Provide answers for problems and ask them to “work backwards”
- Encourage pupils to find a number of different ways of solving problems.
- Provide more open ended tasks where pupils are encouraged to find multiple solutions
- Create an investigative approach rather than a focus on getting the right answers.



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Knowledge and Skills Progression Maths

1. Number and place value

Progression in what pupils know, understand and can apply; prerequisites guide retrieval and targeted teaching.

Year group	Core knowledge and skills	Prior knowledge to check
Reception	Count objects and actions; recognise small quantities without counting; compare groups; explore composition to 10.	Oral counting, one-to-one correspondence and matching quantities.
Year 1	Count to/across 100; read/write numbers to 100; represent tens and ones; one more/less; order numbers.	Stable counting sequence; cardinality; composition of numbers to 10.
Year 2	Recognise place value of two-digit numbers; count in 2s, 3s, 5s and 10s; compare/order numbers to 100.	Numbers to 100; tens/ones; comparison and counting patterns.
Year 3	Read, write, compare and order numbers to 1,000; identify hundreds/tens/ones; count in 4s, 8s, 50s and 100s.	Secure two-digit place value, partitioning and number-line position.
Year 4	Read, write, order and round numbers beyond 1,000; recognise place value in four-digit numbers; use negative numbers in context.	Three-digit partitioning, number lines and rounding to nearest 10/100.
Year 5	Read, write, order and compare numbers to at least 1,000,000; round; interpret negative numbers and Roman numerals.	Four-digit place value, rounding and the base-ten structure.
Year 6	Read, write, order and compare numbers to 10,000,000; round to required accuracy; use negative numbers and intervals.	Place-value structure to one million, fluent comparison and rounding.

2. Addition and subtraction

Progression in what pupils know, understand and can apply; prerequisites guide retrieval and targeted teaching.

Year group	Core knowledge and skills	Prior knowledge to check
Reception	Compose/decompose small amounts; combine and take away objects; develop number bonds to 5 and some to 10.	Counting reliably; recognising parts and wholes.
Year 1	Number bonds within 20; add/subtract one- and two-digit numbers to 20; use missing-number equations.	Composition to 10, counting on/back and part-whole structures.
Year 2	Recall addition/subtraction facts to 20; use related facts to 100; add/subtract two-digit numbers mentally and with representations.	Number bonds within 20, understanding of tens and ones.
Year 3	Add/subtract three-digit numbers using appropriate mental methods and formal column methods; estimate and check.	Place-value partitioning, exchanging and facts within 20.
Year 4	Add/subtract numbers with up to four digits using formal written methods; estimate and use inverse operations.	Column methods with three digits, exchange and estimation.
Year 5	Add/subtract whole numbers with more than four digits; select mental/written methods; solve multi-step problems.	Reliable written methods and place-value understanding.
Year 6	Calculate with large integers and decimals; select efficient methods; solve multi-step problems and check reasonableness.	Secure column calculation, decimals and inverse relationships.

3. Multiplication and division

Progression in what pupils know, understand and can apply; prerequisites guide retrieval and targeted teaching.

Year group	Core knowledge and skills	Prior knowledge to check
Reception	Explore doubling, equal groups, sharing and odd/even patterns through practical play.	Counting, comparison and recognising equal-sized groups.
Year 1	Count in 2s, 5s and 10s; solve one-step grouping/sharing problems with objects and pictures.	Counting in steps; correspondence and equal groups.
Year 2	Recall 2, 5 and 10 multiplication/division facts; use arrays; recognise commutativity of multiplication.	Equal grouping/sharing, skip counting and repeated addition.
Year 3	Recall 3, 4 and 8 facts; use multiplication/division relationships; calculate two-digit $\times$ one-digit numbers.	2, 5 and 10 facts; arrays, groups and place value.
Year 4	Recall all facts to 12×12 ; multiply two-/three-digit numbers by one digit; divide with remainders.	3, 4 and 8 facts; distributive reasoning and equal-group models.
Year 5	Multiply up to four digits by one or two digits; divide up to four digits by one digit; identify factors, multiples and primes.	Reliable multiplication facts; place value and efficient written methods.
Year 6	Use long multiplication and long division; calculate with decimals; use order of operations; solve ratio-related and multi-step problems.	Fluent tables, short multiplication/division, factors and multiples.

4. Fractions, decimals and percentages

Progression in what pupils know, understand and can apply; prerequisites guide retrieval and targeted teaching.

Year group	Core knowledge and skills	Prior knowledge to check
Reception	Explore halves in practical contexts; recognise equal and unequal shares.	Whole objects/groups and equal sharing.
Year 1	Recognise, find and name halves and quarters of shapes, objects and quantities.	Equal parts and identifying a whole.
Year 2	Use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$; find simple fractions of quantities; recognise equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	Halves/quarters and equal groups.
Year 3	Count in tenths; compare/unit and non-unit fractions; add/subtract fractions with same denominator within a whole.	Equal partitioning and unit fractions of sets.
Year 4	Recognise hundredths; equivalent fractions; add/subtract same-denominator fractions; connect tenths/hundredths to decimals.	Tenths, fraction magnitude, numerator/denominator.
Year 5	Compare/order fractions; add/subtract fractions with related denominators; multiply proper fractions by whole numbers; use decimals and percentages.	Equivalent fractions, times tables, tenths and hundredths.
Year 6	Calculate with fractions; divide fractions by whole numbers; convert fractions/decimals/percentages; solve ratio/proportion problems.	Equivalence, common denominators, decimal place value and percentage as parts of 100.

5. Measurement

Progression in what pupils know, understand and can apply; prerequisites guide retrieval and targeted teaching.

Year group	Core knowledge and skills	Prior knowledge to check
Reception	Compare length, weight, capacity and time using everyday language; use simple daily routines.	Direct comparison and practical vocabulary.
Year 1	Measure/compare length, mass, capacity and time using simple non-standard and standard units; recognise coins.	Counting, comparison, positional and temporal language.
Year 2	Use standard units and appropriate instruments; read scales; tell time to five minutes; solve money problems.	Unit vocabulary, counting in 2s/5s/10s and basic measures.
Year 3	Measure perimeter; work with time to the minute; compare lengths, mass and capacity; calculate money change.	Standard units, adding lengths and number facts.
Year 4	Convert between units of time/measure in familiar contexts; calculate perimeter and area of rectilinear shapes; read time.	Perimeter, standard measures, multiplication and arrays.
Year 5	Convert metric units; estimate volume/capacity; calculate areas of rectangles and compound shapes.	Multiplicative relations, perimeter and area models.
Year 6	Use conversions, area of triangles/parallelograms and volume of cuboids; solve multi-step measurement problems.	Metric conversion, area calculation and multiplication of dimensions.

6. Geometry and statistics

Progression in what pupils know, understand and can apply; prerequisites guide retrieval and targeted teaching.

Year group	Core knowledge and skills	Prior knowledge to check
Reception	Name, explore and combine shapes; notice patterns and position; discuss sorting and simple comparisons.	Visual matching, spatial language and classifying objects.
Year 1	Recognise common 2-D/3-D shapes; describe position/direction; sort and represent simple information informally.	Shape recognition, matching and positional vocabulary.
Year 2	Describe properties of 2-D/3-D shapes; use turns and position; interpret simple pictograms and tally charts.	Shape names, direction language and counting.
Year 3	Identify angles and right angles; explore 2-D/3-D properties; interpret bar charts and tables.	Shape properties, measures and grouped counting.
Year 4	Classify quadrilaterals and triangles; plot points in first quadrant; interpret discrete/continuous data.	Angles, shape features, coordinates and reading charts.
Year 5	Measure/draw angles; use reflection/translation; interpret line graphs and tables.	Angles, coordinates and scaling.
Year 6	Describe 2-D/3-D properties; work in four quadrants; interpret/create pie charts and line graphs; calculate mean.	Coordinates, angle facts, fraction/percentage understanding and data representation.

7. Foundational mathematical knowledge

Secure prerequisite knowledge allows pupils to access age-related Red Rose teaching without unnecessary repetition of previous units.

Phase	Priority foundations	Teaching and assessment response
Reception	Subitising; counting and cardinality; comparison; composition of 5 and 10; spatial language.	Play-based experiences, short explicit teaching, Mastering Number activities where used and observations of strategies.
Years 1–2	Number bonds; understanding tens/ones; additive relationships; counting sequences; early equal groups and times-table facts.	Mastering Number in KS1 where used, frequent retrieval and the school's foundational maths tracker to identify specific gaps.
Years 3–4	Place-value fluency; mental addition/subtraction; multiplication/division facts; fraction equivalence foundations.	Short, precise retrieval; TTRS where appropriate; targeted practice of prerequisite skills before and alongside curriculum units.
Years 5–6	Automatic recall of key facts; efficient calculation; decimal place value; fraction equivalence; multiplicative relationships.	Diagnosis of specific gaps using assessments and classroom evidence; purposeful practice and checking that learning transfers.

8. Mathematical mastery and application

Fluency, reasoning and problem-solving develop together across all year groups.

Aspect	Reception and KS1	KS2 progression	Evidence teachers can look for
Fluency	Flexible counting; subitising; composing numbers; secure number bonds.	Increasingly automatic number facts; efficient written and mental strategies.	Accurate and efficient choices; recall retained over time.
Representation	Real objects, ten-frames, number lines, drawings and part-whole models.	Deliberate choice and connection of representations, including symbolic notation.	Pupils link models to equations and explain why a representation works.
Reasoning	Describe patterns, similarities, differences and simple explanations.	Justify, generalise, test conjectures and use mathematical language precisely.	Pupils explain methods, identify misconceptions and defend conclusions.
Problem-solving	Everyday practical contexts; choosing and testing strategies with support.	Multi-step and unfamiliar contexts; selecting, evaluating and refining strategies.	Pupils decide how to start, represent a problem and check outcomes.



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Planning Examples

Maths