

$7 \times 6 = 42$



St. Stephen's R.C Primary School



Think
Explain
Connect
Apply



MATHEMATICS

LONG-TERM CURRICULUM OVERVIEW

EYFS – YEAR 6

2026 – 2027

Our whole-school progression of mathematical knowledge, skills and understanding.



Master the Curriculum
+ NCETM



Oak Academy
Years 1 – 6



Fluency & Retrieval
Every day
Every lesson



Our Mission
Love one another,
as I have loved you.



Our Vision
Every child,
Every chance,
Every day.

Our Values – CARES



Compassion



Ambition



Rejoice



Excellence



Service

$$5 + 7 = 12$$

8

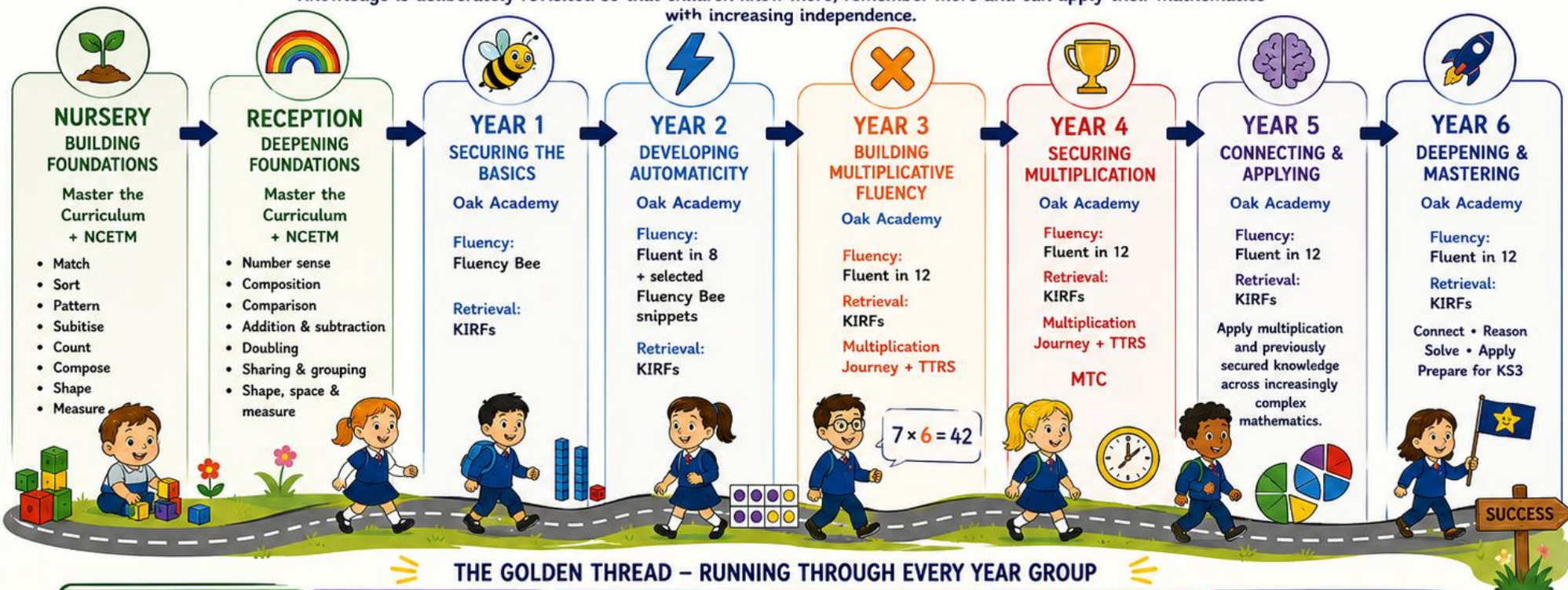
OUR WHOLE-SCHOOL MATHEMATICS JOURNEY

$$36 \div 4 = 9$$

Strong foundations → Secure knowledge → Fluent mathematicians → Deep understanding

Our mathematics curriculum is carefully sequenced from Nursery to Year 6. Children build secure foundations in EYFS before progressing through an ambitious curriculum that develops fluency, reasoning and problem solving.

Knowledge is deliberately revisited so that children know more, remember more and can apply their mathematics with increasing independence.



FOUNDATIONS

Build secure understanding

KNOWLEDGE

Know more

FLUENCY

Recall and use efficiently

REASONING

Explain, justify and make connections

PROBLEM SOLVING

Apply and solve with confidence

MASTERY

Adapt and apply independently



CPA & REPRESENTATION

Build it • See it • Understand it
Concrete, pictorial and abstract representations help all children develop deep understanding.



MATHEMATICAL LANGUAGE

Say it • Explain it • Justify it
We develop rich mathematical vocabulary and encourage children to talk like mathematicians.



RETRIEVAL

Learn it • Revisit it • Keep it
Regular retrieval practice helps children remember more and strengthen long-term memory.



ADAPTIVE TEACHING

Same ambition • Appropriate support
We adapt our teaching so every child can access the curriculum, achieve and make progress.



Different stages. One coherent mathematical journey.



Every child. Every chance. Every day.



NURSERY MATHEMATICS

BUILDING THE FOUNDATIONS

CORE: Master the Curriculum
SUPPLEMENTED BY: NCETM

Explore • Notice • Play • Talk • Understand

Through practical experiences, songs, stories and purposeful play, children develop early number sense, shape, space and measure, and use mathematical language in their everyday learning.



AUTUMN

NOTICE, MATCH & BEGIN TO QUANTIFY

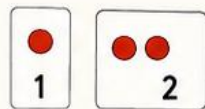
AUTUMN 1

- Colours
- Matching & sorting



AUTUMN 2

- Number 1
- Number 2 – subitising
- Pattern – 1 & 2
- Consolidation



KEY DEVELOPMENT:

Notice → Match → Sort → Subitise → Pattern

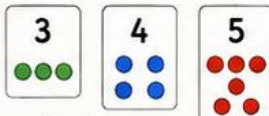


SPRING

BUILDING NUMBER & MEASURE

SPRING 1

- Number 3 – subitising
- Number 4
- Number 4 – composition
- Number 5
- Number 5 – composition
- Consolidation



SPRING 2

- Number 6
- Height & length
- Mass
- Capacity
- Consolidation



KEY DEVELOPMENT:

Subitise → Count → Compose → Compare → Measure



SUMMER

CONNECTING & APPLYING

SUMMER 1

- Sequencing
- Positional language
- More than / fewer
- 2D shape
- 3D shape
- Consolidation

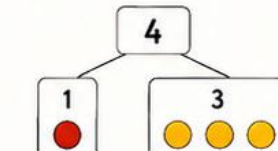


KEY DEVELOPMENT:

Sequence → Position → Compare → Shape → Compose → Connect

SUMMER 2

- Number composition
- What comes after?
- What comes before?
- Numbers to 5
- Consolidation



RUNNING THROUGH THE YEAR



NUMBER SONGS & RHYMES

Enjoy songs, rhymes and stories that build number sense.



PRACTICAL EXPLORATION

Explore, manipulate and investigate using concrete resources.



MANIPULATIVES

Use a variety of resources to build, visualise and understand.



MATHEMATICAL TALK

Talk, explain and justify thinking using mathematical language.



NOTICE & EXPLAIN

Encourage children to notice, wonder and explain what they see and know.



REVISIT & CONSOLIDATE

Revisit learning often to build confidence and secure understanding.



MATHEMATICS THROUGH PLAY

Children revisit mathematical ideas throughout continuous provision, routines and purposeful adult interaction every day.



AUTUMN

Notice & explore

SPRING

Build & understand

SUMMER

Connect & apply



STRONG EARLY EXPERIENCES BUILD STRONG MATHEMATICAL FOUNDATIONS.

Every child. Every chance. Every day.



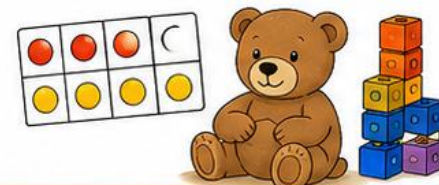
RECEPTION MATHEMATICS

DEEPENING THE FOUNDATIONS

CORE: Master the Curriculum
SUPPLEMENTED BY: NCETM

Explore • Represent • Explain • Connect • Apply

Through practical experiences, purposeful play and explicit teaching, children deepen their understanding of number, numerical patterns, shape, space and measure. Mathematical language, representations and reasoning are woven throughout everyday learning.



AUTUMN

BUILDING NUMBER SENSE

AUTUMN 1

Just Like Me

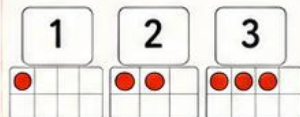
- Matching
- Sorting
- Comparing amounts
- Exploring patterns



AUTUMN 2

It's Me, 1, 2, 3 & Light and Dark

- Subitising
- Composition of numbers to 3
- Recognising 1 more / 1 fewer
- Comparing quantities
- Pattern and early spatial thinking



KEY DEVELOPMENT:

Match → Sort → Compare → Subitise → Compose

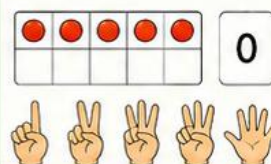
SPRING

EXTENDING NUMBER

SPRING 1

Alive in 5

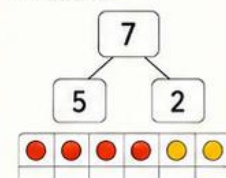
- Numbers to 5
- Subitising
- Comparing quantities
- Understanding zero
- Sorting and matching



SPRING 2

Growing 6, 7, 8

- Numbers 6, 7 and 8
- Composition
- Number bonds to 5
- Comparing
- Patterns



KEY DEVELOPMENT:

Count → Represent → Compose → Compare → Connect



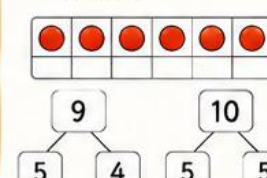
SUMMER

SECURING & APPLYING

SUMMER 1

Building 9 & 10

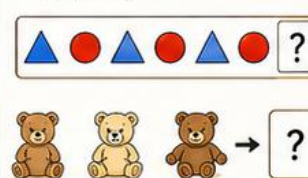
- Composition of 9 and 10
- Ten frames
- Part-whole models
- Secure number relationships



SUMMER 2

Consolidation

- Apply number knowledge
- Pattern
- Sequencing
- Sorting
- Reasoning



KEY DEVELOPMENT:

Compose → Represent → Reason → Apply → Secure

RUNNING THROUGH THE YEAR

SUBITISING & NUMBER SENSE
See quantity and understand number.

MANIPULATIVES & REPRESENTATIONS
Build it • See it • Show it.



PURPOSEFUL PLAY
Explore mathematics in meaningful contexts.

PATTERN & CONNECTIONS
Notice relationships and make links.

RETRIEVAL & REVISITING
Return to important knowledge regularly.



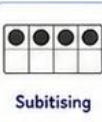
READY FOR YEAR 1

SECURE FOUNDATIONS → CONFIDENT TRANSITION

By the end of Reception, our curriculum aims to give children strong foundations in:



Number sense



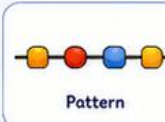
Subitising



Composition



Comparison



Pattern



Shape & measure



Mathematical language



Reasoning



AUTUMN
Explore & notice



SPRING
Build & connect



SUMMER
Secure & apply

DEEP UNDERSTANDING BEFORE RAPID ACCELERATION
Strong foundations prepare children for the mathematics that comes next.

Every child. Every chance. Every day. ★

YEAR 1 MATHEMATICS

SECURING THE BASICS

Build • Represent • Practise • Explain • Apply

In Year 1, children build on the strong foundations established in EYFS. Through carefully sequenced teaching, practical resources and mathematical representations, pupils develop secure number knowledge, calculation, reasoning and problem-solving skills.

CORE CURRICULUM:
Oak Academy

FLUENCY:
Fluency Bee

RETRIEVAL:
KIRFs

AUTUMN

BUILDING FROM EYFS

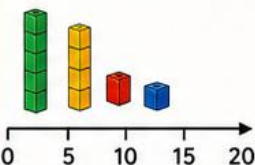
AUTUMN 1

- Place value (within 10)
- Addition & subtraction (within 10)
- Shape
- Sorting & comparing objects
- Representing numbers to 10



AUTUMN 2

- Place value (within 20)
- Addition & subtraction (within 20)
- Length & height
- Mass & volume
- Numbers to 20



SPRING

DEVELOPING & CONNECTING

SPRING 1

- Multiplication & division
- Fractions
- Position & direction
- Place value (within 50)
- Money



SPRING 2

- Multiplication & division
- Length & height
- Mass & volume
- Time
- Place value (within 100)

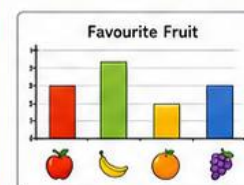


SUMMER

SECURING & APPLYING

SUMMER 1

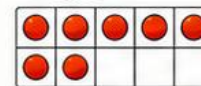
- Place value (within 100)
- Money
- Time
- Shape
- Statistics
- Position & direction



SUMMER 2

- Consolidation of key skills
- Problem solving
- Reasoning
- Apply and extend learning

$$7 + 8 = ?$$



RUNNING THROUGH THE YEAR



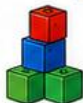
FLUENCY BEE

Rumbar practice to develop secure and flexible number fluency.



KIRFs

Key facts deliberately taught, retrieved and revisited.



CPA & REPRESENTATIONS

Concrete → Pictorial → Abstract



MATHEMATICAL TALK

Describe → Explain → Justify



REASONING & PROBLEM SOLVING

Use and apply mathematical knowledge.



RETRIEVAL

Connect new learning to what children already know.

EYFS FOUNDATIONS

Number sense • Subitising
Composition • Comparison
Pattern



YEAR 1 JOURNEY



Secure



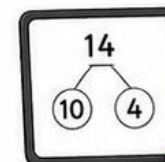
Extend



Connect



Apply



YEAR 2 MATHEMATICS

DEVELOPING AUTOMATICITY

Secure • Connect • Calculate • Reason • Apply

In Year 2, children build on their Year 1 knowledge, developing increasingly secure and efficient mathematical strategies. Pupils strengthen number relationships, calculation and mathematical reasoning while applying their knowledge across a widening range of contexts.



CORE CURRICULUM:
Oak Academy



FLUENCY:
Fluent in 8
+ selected
Fluency Bee snippets



RETRIEVAL:
KIRFs

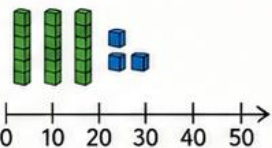


AUTUMN

SECURING NUMBER & CALCULATION

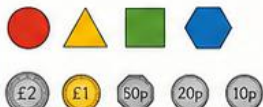
AUTUMN 1

- Place value
- Representing and partitioning 2-digit numbers
- Comparing and ordering
- Addition and subtraction
- Number relationships



AUTUMN 2

- Addition and subtraction
- Efficient calculation strategies
- Shape
- Money
- Applying number knowledge



KEY DEVELOPMENT:

Represent → Partition → Calculate → Connect

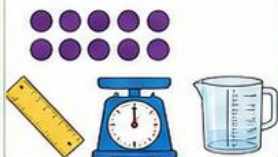


SPRING

DEVELOPING MULTIPLICATIVE THINKING

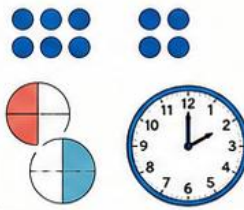
SPRING 1

- Multiplication
- Equal groups
- Arrays
- Related division
- Length & height
- Mass, capacity & temperature



SPRING 2

- Multiplication & division
- Fractions
- Position & direction
- Time
- Problem solving



KEY DEVELOPMENT:

Group → Share → Relate → Represent → Apply

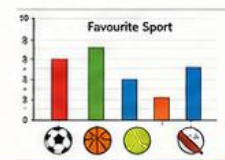


SUMMER

CONNECTING & APPLYING

SUMMER 1

- Place value and number application
- Measurement
- Time
- Money
- Statistics
- Reasoning



SUMMER 2

- Consolidation of key knowledge
- Calculation
- Reasoning
- Problem solving
- Preparing for Year 3



KEY DEVELOPMENT:

Retrieve → Connect → Reason → Solve → Secure

RUNNING THROUGH THE YEAR



FLUENT IN 8

Regular fluency practice developing efficient and increasingly automatic recall.



FLUENCY BEE

Selected snippets used where they support and consolidate important prior learning.



KIRFs

Key facts explicitly taught, practised, retrieved and revisited.



CPA & REPRESENTATIONS

Concrete → Pictorial → Abstract



MATHEMATICAL TALK

Describe → Explain → Justify



REASONING & PROBLEM SOLVING

Apply secure knowledge in familiar and unfamiliar contexts.

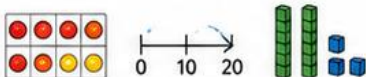


RETRIEVAL

Connect new learning to what children already know.

YEAR 1

Secure the basics



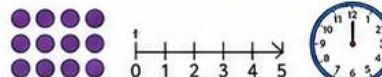
YEAR 2

Develop automaticity



YEAR 3

Build multiplicative fluency



FLUENCY IS MORE THAN SPEED

Children develop accurate, efficient and flexible methods – understanding the mathematical relationships behind the facts they recall.

KNOW IT → CONNECT IT → USE IT → KEEP IT

Secure knowledge creates confident, increasingly independent mathematicians.



Every child. Every chance. Every day.

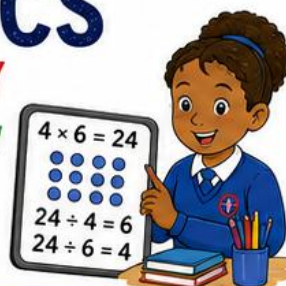


YEAR 3 MATHEMATICS

BUILDING MULTIPLICATIVE FLUENCY

Secure • Multiply • Connect • Reason • Apply

In Year 3, children build on secure KS1 foundations and develop increasingly sophisticated mathematical understanding. Particular emphasis is placed on multiplication and division, while pupils continue to develop fluency, reasoning and problem-solving across number, measure, fractions, shape and statistics.



- CORE CURRICULUM:** Oak Academy
- FLUENCY:** Fluent in 12
- RETRIEVAL:** KIRFs
- MULTIPLICATION:** St Stephen's Multiplication Programme + TTRS

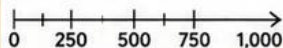
AUTUMN

SECURING NUMBER & CALCULATION

AUTUMN 1

- Place value
- Numbers to 1,000
- Representing and partitioning
- Comparing and ordering
- Addition and subtraction

H	T	O
2	3	4



AUTUMN 2

- Addition and subtraction
- Calculation strategies
- Multiplication and division
- Equal groups and arrays
- Mathematical relationships



$$237 + 186 = 423$$



$$4 \times 5 = 20$$

KEY DEVELOPMENT

Represent → Calculate → Explain → Connect

SPRING

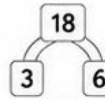
MULTIPLICATION & FRACTIONS

SPRING 1

- Multiplication and division
- Multiplicative relationships
- Length and perimeter
- Applying multiplication facts



$$3 \times 6 = 18$$



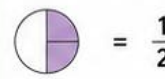
$$18 \div 3 = 6$$

$$18 \div 6 = 3$$



SPRING 2

- Fractions
- Parts and wholes
- Unit and non-unit fractions
- Mass and capacity
- Mathematical reasoning



$$= \frac{1}{2}$$



$$= \frac{2}{4}$$



KEY DEVELOPMENT

Multiply → Divide → Relate → Fraction → Apply

SUMMER

CONNECTING & APPLYING

SUMMER 1

- Fractions
- Money
- Time
- Shape
- Mathematical application

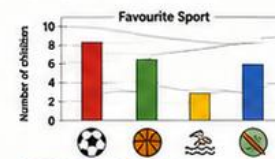


£2.35



SUMMER 2

- Statistics
- Measure
- Reasoning
- Problem solving
- Consolidation and preparation for Year 4



There are 24 pencils. They are shared equally between 6 pots. How many in each pot?



KEY DEVELOPMENT

Retrieve → Connect → Reason → Solve → Secure

YEAR 3 MULTIPLICATION JOURNEY



Multiplication facts are understood, not simply memorised.

RUNNING THROUGH THE YEAR



FLUENT IN 12
Developing efficient and increasingly automatic recall.



KIRFs
Key mathematical facts taught, practised and revisited.



CPA & REPRESENTATIONS
Concrete → Pictorial → Abstract



MATHEMATICAL TALK
Explain → Justify → Make connections



REASONING & PROBLEM SOLVING
Apply secure knowledge within increasingly complex contexts.



RETRIEVAL
Previously learned knowledge remains active.



YEAR 2
Develop automaticity



YEAR 3

Build multiplicative fluency
Understand → Recall → Connect → Apply



YEAR 4
Secure multiplication



UNDERSTAND IT → PRACTISE IT → RETRIEVE IT → APPLY IT

Strong multiplicative knowledge unlocks increasingly complex mathematics.



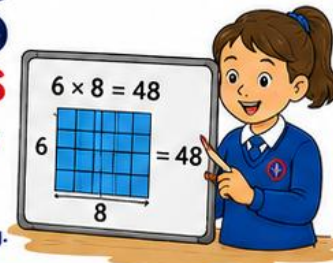
Every child. Every chance. Every day.

YEAR 4 MATHEMATICS

SECURING MULTIPLICATION & MAKING CONNECTIONS

Secure • Calculate • Connect • Reason • Apply

In Year 4, children deepen their understanding of number and calculation while securing multiplication and related division facts. Increasingly complex mathematical connections are made across fractions, decimals, measure, geometry and problem solving.

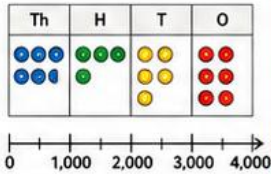


- CORE CURRICULUM:** Oak Academy
- FLUENCY:** Fluent in 12
- RETRIEVAL:** KIRFs
- MULTIPLICATION:** St Stephen's Multiplication Programme + TTRS
- STATUTORY:** Multiplication Tables Check

AUTUMN NUMBER & CALCULATION

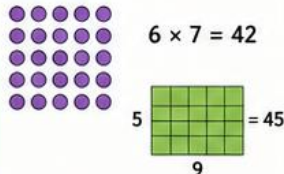
AUTUMN 1

- Place value
- Numbers beyond 1,000
- Representing and partitioning
- Comparing and ordering
- Addition and subtraction



AUTUMN 2

- Addition and subtraction
- Multiplication and division
- Multiplicative relationships
- Area
- Applying calculation strategies



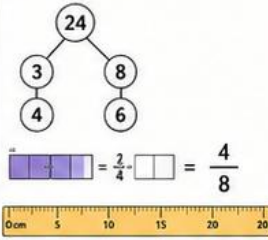
KEY DEVELOPMENT

Represent → Calculate → Relate → Generalise

SPRING MULTIPLICATION, FRACTIONS & DECIMALS

SPRING 1

- Multiplication and division
- Factor relationships
- Length and perimeter
- Fractions
- Equivalent fractions

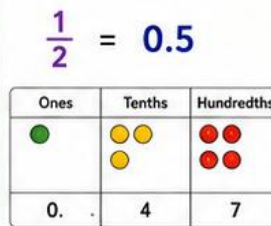


KEY DEVELOPMENT

Multiply → Connect → Fraction → Decimal → Apply

SPRING 2

- Fractions
- Decimals
- Tenths and hundredths
- Money
- Mathematical reasoning



SUMMER APPLYING & SECURING

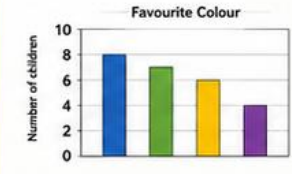
SUMMER 1

- Decimals
- Money
- Time
- Shape
- Position and direction



SUMMER 2

- Statistics
- Measure
- Reasoning
- Problem solving
- Consolidation and preparation for Year 5



KEY DEVELOPMENT

Retrieve → Connect → Reason → Solve → Secure

YEAR 4 MULTIPLICATION JOURNEY

TEACH → PRACTISE → RETRIEVE → APPLY → MASTER

SECURE $\times 2$ TO $\times 12$

$\times 2$ $\times 3$ $\times 4$ $\times 5$ $\times 6$ $\times 7$ $\times 8$ $\times 9$ $\times 10$ $\times 11$ $\times 12$

Related division facts • Fact families • Derived facts • Mixed retrieval



MTC

The Multiplication Tables Check is a statutory assessment – not the curriculum. Our aim is secure, flexible multiplication knowledge that children can use across mathematics.

WHAT DOES SECURE MULTIPLICATION UNLOCK?

$6 \times 8 = 48$

DIVISION

$48 \div 8 = 6$
 $48 \div 6 = 8$

FRACTIONS

Multiples & equivalence

AREA

$6 \times 8 = 48 \text{ cm}^2$

SCALING

FACTORS

Factors of 48: 1, 2, 3, 4, 6, 8, 12, 16, 24, 48

PROBLEM SOLVING

Use in a range of contexts and real life problems.

RUNNING THROUGH THE YEAR



FLUENT IN 12
Developing efficient and increasingly automatic recall.



KIRFs
Key knowledge deliberately retrieved and revisited.



CPA & REPRESENTATIONS
Concrete → Pictorial → Abstract



MATHEMATICAL TALK
Explain → Justify → Generalise



REASONING & PROBLEM SOLVING
Use mathematical knowledge flexibly.



RETRIEVAL
Previously learned knowledge remains active.



YEAR 3
Build multiplicative fluency

YEAR 4

Secure multiplication
Understand → Recall → Connect → Apply



YEAR 5
Connect & apply



KNOW IT → RETRIEVE IT → CONNECT IT → APPLY IT

Secure multiplication knowledge unlocks the mathematics that comes next.



Every child. Every chance. Every day.



YEAR 5 MATHEMATICS

CONNECTING & APPLYING

Deepen • Connect • Generalise • Reason • Apply

In Year 5, children build on secure number and multiplication knowledge to make increasingly sophisticated mathematical connections. Pupils deepen their understanding of calculation, fractions, decimals and percentages and apply their knowledge across measure, geometry, statistics and problem solving.



- CORE CURRICULUM:**
Oak Academy
- FLUENCY:**
Fluent in 12
- RETRIEVAL:**
KIRFs
- MULTIPLICATION:**
Continued retrieval & application



AUTUMN

DEEPENING NUMBER & CALCULATION

AUTUMN 1

- Place value
- Numbers to 1,000,000
- Powers of 10
- Comparing and ordering
- Addition and subtraction
- Calculation strategies

HTh	TTh	Th	H	T	O
4	2	6	3	8	7

$$400,000 + 20,000 + 6,000 + 300 + 80 + 7 = 426,387$$

AUTUMN 2

- Multiplication and division
- Multiples and factors
- Prime numbers
- Square and cube numbers
- Applying multiplicative knowledge

Factors of 36
1, 2, 3, 4, 6, 9, 12, 18, 36

Multiples of 6
6, 12, 18, 24, 30, 36, 42, 48

$$2^2 = 4$$

$$5^2 = 25$$

$$3^3 = 27$$

KEY DEVELOPMENT

Represent → Calculate → Relate → Generalise



SPRING

FRACTIONS, DECIMALS & PERCENTAGES

SPRING 1

- Fractions
- Equivalent fractions
- Comparing and ordering fractions
- Addition and subtraction of fractions
- Multiplying fractions

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$$

$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$$

SPRING 2

- Decimals
- Percentages
- Fraction-decimal-percentage equivalence
- Perimeter and area
- Mathematical reasoning

FRACTION	DECIMAL	PERCENTAGE
$\frac{1}{2}$	= 0.5	= 50%
$\frac{1}{4}$	= 0.25	= 25%
$\frac{3}{5}$	= 0.6	= 60%

KEY DEVELOPMENT

Fraction → Decimal → Percentage → Connect → Apply

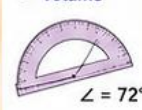


SUMMER

APPLYING MATHEMATICS

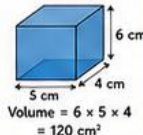
SUMMER 1

- Shape
- Angles
- Position and direction
- Converting units
- Volume



$$3 \text{ km} = 3,000 \text{ m}$$

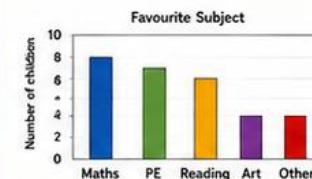
$$2.4 \text{ L} = 2,400 \text{ ml}$$



$$\text{Volume} = 5 \times 5 \times 4 = 120 \text{ cm}^3$$

SUMMER 2

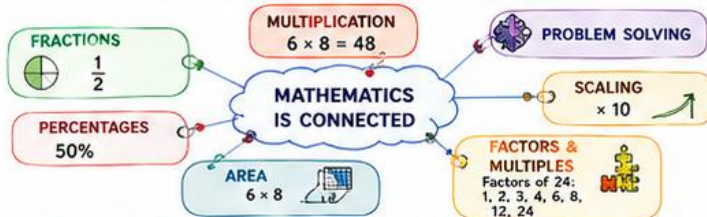
- Statistics
- Measure
- Reasoning
- Problem solving
- Consolidation and preparation for Year 6



KEY DEVELOPMENT

Connect → Generalise → Reason → Solve → Secure

CONNECTING MATHEMATICAL KNOWLEDGE



Previously learned knowledge becomes the foundation for new mathematics.

✗ MULTIPLICATION DOESN'T END IN YEAR 4

Multiplication and related division facts continue to be retrieved and applied throughout Year 5.



Fractions



Factors



Multiples



Area



Scaling



Written calculation



Problem solving



MTC

The Multiplication Tables Check is a statutory assessment – not the curriculum.

Our aim is secure, flexible multiplication knowledge that children can use across mathematics.



RUNNING THROUGH THE YEAR



FLUENT IN 12
Maintain efficient and automatic recall.



KIRFs
Retrieve and secure key mathematical knowledge.



CUMULATIVE RETRIEVAL
Keep previously learned knowledge active.



MATHEMATICAL TALK
Explain → Justify → Generalise



REASONING & PROBLEM SOLVING
Select and apply mathematics increasingly independently.



CHALLENGE
Think deeper – not simply move ahead.

YEAR 4

Secure multiplication



YEAR 5

Connect & apply
Know → Connect → Generalise → Apply

YEAR 6

Deepen & master



KNOW IT → CONNECT IT → GENERALISE IT → APPLY IT

Secure knowledge enables increasingly sophisticated mathematical thinking.



Every child. Every chance. Every day.



YEAR 6 MATHEMATICS

DEEPENING & MASTERING

Connect • Generalise • Reason • Solve • Apply

In Year 6, pupils draw upon increasingly secure mathematical knowledge to make connections, reason, generalise and solve complex problems. Previously learned knowledge is deliberately revisited and applied as children develop the confidence and independence needed for the next stage of their mathematical education.

$$\frac{3}{4} = 0.75 = 75\%$$

$$x + 7 = 19$$

$$4 : 5 = 8 : 10$$



- CORE CURRICULUM:**
Oak Academy
- FLUENCY:**
Fluent in 12
- RETRIEVAL:**
KIRFs
- MULTIPLICATION:**
Continued retrieval & application

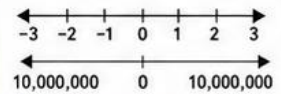
AUTUMN

SECURING NUMBER & CALCULATION

AUTUMN 1

- Place value
- Numbers to 10,000,000
- Comparing and ordering
- Negative numbers
- Addition and subtraction
- Efficient calculation

M	HTh	TTh	Th	H	T	O
7	3	6	1	2	8	5



AUTUMN 2

- Multiplication and division
- Factors, multiples and primes
- Order of operations
- Fractions
- Applying calculation strategies



BIDMAS
Brackets Indices Division Multiplication
Addition Subtraction

KEY DEVELOPMENT

Retrieve → Calculate → Connect → Generalise

SPRING

FRACTIONS, RATIO & ALGEBRA

SPRING 1

- Fractions
- Fraction calculations
- Decimals
- Percentages
- Fraction-decimal-percentage relationships

FRACTION	DECIMAL	PERCENTAGE
$\frac{1}{2}$	= 0.5	= 50%
$\frac{1}{4}$	= 0.25	= 25%
$\frac{3}{4}$	= 0.75	= 75%
$\frac{2}{5}$	= 0.4	= 40%

SPRING 2

- Ratio and proportion
- Algebra
- Converting units
- Perimeter, area and volume
- Mathematical reasoning

$$x + 7 = 19$$

$$x = 12$$

$$4 : 5 = 8 : 10$$

$$P = 2(l + w)$$

$$A = l \times w$$

KEY DEVELOPMENT

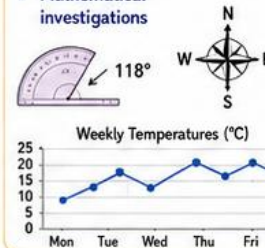
Relate → Generalise → Represent → Reason → Apply

SUMMER

APPLYING & MASTERING

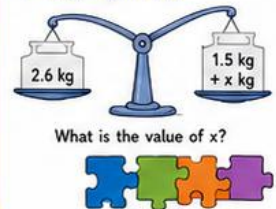
SUMMER 1

- Shape
- Angles
- Position and direction
- Statistics
- Problem solving
- Mathematical investigations



SUMMER 2

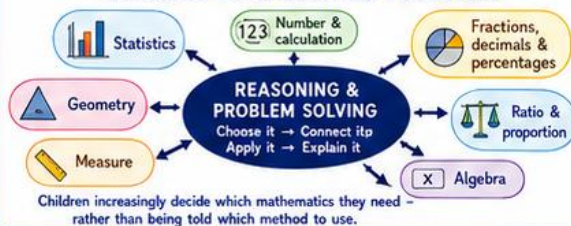
- Consolidation
- Applying mathematics across contexts
- Reasoning and problem solving
- Addressing identified gaps
- Preparing for KS3



KEY DEVELOPMENT

Connect → Reason → Solve → Prove → Master

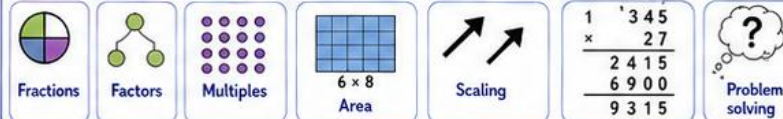
BRINGING MATHEMATICS TOGETHER



MULTIPLICATION DOESN'T END IN YEAR 4

Multiplication and related division facts continue to be retrieved and applied throughout Year 6.

Children use secure facts when working with:



STATUTORY ASSESSMENT

KS2 statutory assessments provide one measure of pupils' attainment. They do not define our Year 6 mathematics curriculum.

Our curriculum remains ambitious, broad and focused on developing secure mathematical knowledge and understanding.

RUNNING THROUGH THE YEAR



FLUENT IN 12
Maintain secure and efficient recall.



KIRFs
Retrieve key mathematical knowledge.



CUMULATIVE RETRIEVAL
Keep previous learning active.



MATHEMATICAL TALK
Explain → Justify → Prove → Generalise



REASONING & PROBLEM SOLVING
Select and apply mathematics independently.



YEAR 5
Connect & apply

YEAR 6
Deepen & master
Know → Connect → Reason → Apply

KS3
Ready for the next mathematical challenge

KNOW IT → CONNECT IT → REASON WITH IT → APPLY IT

Confident mathematicians, ready for what comes next.



Every child. Every chance. Every day.