Ready-to-progress criteria from prior year. Ensure children are confident with these objectives before introducing new year's content.

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NURSERY CURRICULUM - Long Term Planning						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Noticing	Noticing - what's changed?	Noticing - Autumn features	Noticing - Winter features	Noticing - Spring features	Noticing - Summer features	Noticing - what's changed?
Subitising (including comparison)	Subitising perceptually for 1 and 2 (with some appropriate exposure to associated Arabic numerals)	Subitising perceptually and conceptually to 2 (Move it to prove it) (with some appropriate exposure to associated Arabic numerals)	Subitising perceptually to 3 (with some appropriate exposure to associated Arabic numerals)	Subitising perceptually and conceptually to 3 (Move it to prove it) (with some appropriate exposure to associated Arabic numerals)	Subitising - consolidation (Move it to prove it) Using a five frame, recognising how many more to make 5 (with some appropriate exposure to associated Arabic numerals)	Subitising - consolidation (Move it to prove it) Can explain how many there will be when 1, 2 or 3 are removed (with some appropriate exposure to associated Arabic numerals)
Counting	Songs and number rhymes, stories with counting patterns and actions (including counting up and counting back)	Songs and number rhymes, stories with counting patterns and actions (including counting up and counting back)	Songs and number rhymes, stories with counting patterns and actions (including counting up and counting back)	Songs and number rhymes, stories with counting patterns and actions (including counting up and counting back)	Songs and number rhymes, stories with counting patterns and actions (including counting up and counting back)	Songs and number rhymes, stories with counting patterns and actions (including counting up and counting back) Can count up to and back from 10 (conceptual understanding)
Pattern	Establishing Routines Explore Repeats	Join in with Repeats	(Re)-establishing Routines Explore own first patterns	Lead on own repeats	Making patterns together Exploring time through calendars	My own pattern Exploring time through calendars
Shape, Space & Measure	Explore and build with shapes and objects (Names of 2D & 3D shape)	Explore position and space Estimate, order, compare and discuss weight	Explore position and routes	Estimate, order, compare, discuss and explore capacity	Match, talk, push and pull	Start to puzzle Estimate, order, compare, discuss and explore lengths
Time	Daily timetable (sequence of daily events)		Days of the weeks		Seasons	

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Mastering Number

Reception Overview

Term 1	Term 2	Term 3
Pupils will build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5, and connect the concept of 'parts' and 'whole' to objects and number. They will develop skills in noticing and visualising and begin to compare sets of objects and use the language of comparison. As they move themselves through space, they will develop their understanding of relevant spatial language. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can	Pupils will continue to develop skills in noticing and visualising; sorting shapes according to their attributes. They will develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to explore and identify when objects or sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. **Pupils will:** • continue to notice similarities and differences • identify and describe some 2d and 3d shapes • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5	Pupils will continue to develop their skills in noticing and visualising, when engaging with pattern work. They will apply their understanding of equal/not equal and prepositional language when working with a range of measures. They will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. Pupils will secure knowledge of number facts through varied practice. **Pupils will:** • explore a range of pattern making skills, copying, continuing and creating their own patterns • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame

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see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching	• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal, initially with blocks and then when comparing numbers up to 10. • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.	• compare lengths, heights and mass, noticing similarities and differences and using prepositional language to describe these • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek.

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• begin to develop the language of 'whole' and 'parts' when talking about objects and numbers • use gestures to develop their understanding and use of a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind, and language related to movement, including: turn, flip.		

Year 1	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Autumn	Place Value (within 10) Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. Have a deep understanding of number to 10, including composition. Subitising to 5. Number bonds to and within 5. Compare quantities up to 10 in different contexts. Count within 10, forwards and backwards, starting with any number. Reason about location of numbers to 10, including <,>,=						Addition and Subtraction (within 10) Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Develop fluency in addition and subtraction facts within 10. Add and subtract within 10, Learn and use number bonds to 10					Shape Recognise common 2D and 3D shapes presented in different orientations
Spring	Place Value (within 20) Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Count within 20, forwards and backwards, starting with any number. Reason about location of numbers to 20, including <,>,=				Addition and Subtraction (within 20) Explore and represent patterns within numbers up to 10, including evens and odds, double facts Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.				Place value (within 50) Verbally count beyond 20, recognising the pattern of the counting system.		Measure (length, height, mass, volume)	

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Summer	Multiplication and Division (including money) Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly. 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.	Fractions Identify whole, half and quarter.	Place value (within 100) Count within 100, forwards and backwards, starting with any number. Reason about location of numbers to 100, including <,>,=	Time	Position and direction

Year 2	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Autumn	Place Value Count within 10, forwards and backwards, starting with any number. Reason about location of numbers to 100, including <,>,= Count forwards and backwards to and from 100. Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using standard and nonstandard partitioning. Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.					Addition and Subtraction Develop fluency in addition and subtraction facts within 10. Add and subtract within 10, Learn and use number bonds to 10.Read, write and interpret equations containing +,-,x,÷ Secure fluency in addition and subtraction facts within 10, through continued practice. Add and subtract across 10. 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. Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two digit numbers.					Money	
Spring	Multiplication and Division 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. Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication						Shape Recognise common 2D and 3D shapes presented in different orientations Use precise language to describe the properties of 2D and 3D shapes,	Fractions Identify whole, half and quarter.			Length and Height

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	tables. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).			and compare shapes by reasoning about similarities and differences in properties.		
Summer	Time	Mass, Capacity and Temperature	Statistics	Position and Direction	Consolidation and problem solving	

Year 3	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Autumn	Place Value Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using standard and nonstandard partitioning. Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10. Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning				Addition and Subtraction Secure fluency in addition and subtraction facts within 10, through continued practice. Add and subtract across 10. 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. Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two digit numbers. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure.						Money	
Spring	Multiplication and Division Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples							Fractions Identify whole, half and quarter. Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. Find unit fractions of quantities using known division facts. Reason about the location of any fraction within 1 in the linear number system. Add and subtract fractions with the same denominator, within 1.			

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	of 100 with 2, 4, 5 and 10 equal parts. 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.				
Summer	Time	Shape Use precise language to describe the properties of 2D and 3D shapes, and compare shapes. 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.	Length and perimeter	Mass and Capacity	Statistics

Year 4	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Autumn	Place Value Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning 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.				Addition and Subtraction Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100				Multiplication and Division A		Shape 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. Identify regular polygons, including equilateral triangles and squares. Find the perimeter of regular and irregular polygons. Area & Shape	
Spring	Multiplication and Division							Fractions				

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	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. 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. 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. Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number. Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately according to the context. Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.		Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. Find unit fractions of quantities using known division facts. Reason about the location of any fraction within 1 in the linear number system. Add and subtract fractions with the same denominator, within 1. Reason about the location of mixed numbers in the linear number system. Convert mixed numbers to improper fractions and vice versa. Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.		
Summer	Decimals	Money	Time	Position and Direction Length & Perimeter	Statistics

Year 5	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Autumn	Place Value 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. 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 nonstandard partitioning.			Addition and Subtraction Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100			Multiplication and Division 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. Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number. Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately according to the context. Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. 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. Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. 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. Multiply and divide any whole number with up to 4 digits by any one-digit number using a formal written method.					

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Spring	Fractions Reason about the location of mixed numbers in the linear number system. Convert mixed numbers to improper fractions and vice versa. Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. Find non-unit fractions of quantities. Find equivalent fractions and understand that they have the same value and the same position in the linear number system. Recall decimal fraction equivalents for ½ , ¼ , ⅕ and 1/10 , and for multiples of these proper fractions.			Decimals and percentages 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. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)		
Summer	Position and Direction	Perimeter and Area Compare areas and calculate the area of rectangles (including squares) using standard units.	Statistics	Negative Numbers	Shape Identify regular polygons, including equilateral triangles and squares. Find the perimeter of regular and irregular polygons. Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	Measurement Volume and converting units

Year 6	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Autumn	Place Value 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. 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.		Addition, Subtraction, Multiplication and Division 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. Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. 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. Multiply and divide any whole number with up to 4 digits by any one-digit number using a formal written method. 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. Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships					Fractions Find non-unit fractions of quantities. Find equivalent fractions and understand that they have the same value and the same position in the linear number system. Recall decimal fraction equivalents for ½ , ¼ , ⅕ and 1/10 , and for multiples of these proper fractions. Recognise when fractions can be simplified, and use common factors to simplify fractions. Express fractions in a common denomination and use this to compare fractions that are similar in value. Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.		
Spring	Decimals Understand the		Fractions, Decimals and Percentages		Algebra		Ratio		Area, Perimeter and Volume		Statistics	

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	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).	Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.	Solve problems with 2 unknowns.	Solve problems involving ratio relationships		

Summer	Shape Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	Converting units	Position and direction	Addition, Subtraction, Multiplication and Division revision	Consolidation and project work Real life maths skills - timetables, budgeting, shopping