Cragside Church of England Primary School
Shine Bright in Maths

Curriculum Overview 2025 - 2026

	Autumn	Spring	Summer
Nursery	**Colours** **Matching** **Sorting** **Number 1** **Number 2 – subitising** **Pattern 1** **Pattern 2** **Consolidation**	**Number 3 – Subitising** **Number 3** **Number 4** **Number 4 – composition** **Number 5** **Number 5 – composition** **Consolidation** **Number 6** **Height and length** **Mass** **Capacity** **Consolidation**	**Sequencing** **Positional language** **More than/Fewer** **2D shape** **3D shape** **Consolidation** **Number composition** **What comes after?** **What comes before?** **Numbers to 5** **Consolidation**

	Autumn	Spring	Summer
Reception	**Getting to know you** **Match, sort and compare** **Talk about measures and patterns** **It's me 1,2,3** **Circles and triangles** **1,2,3,4,5** **Shapes with 4 sides**	**Alive in 5** **Mass and capacity** **Growing 6,7,8** **Length, height and time** **Building 9 and 10** **Explore 3D shapes**	**To 20 and beyond** **How many now?** **Manipulate, compose and decompose** **Sharing and grouping** **Visualise, build and map** **Make connections** **Consolidation**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Number** **Unit 1 - Numbers to 10** **Number** **Unit 2 - Part-whole within 10**	**Number** **Unit 3 - Addition within 10** **Number** **Unit 4 - Subtraction within 10/Fractions** **Geometry** **Unit 5 - 2D and 3D shapes**	**Number** **Unit 6 - Numbers to 20** **Number** **Unit 7 - Addition and subtraction within 20**	**Number** **Unit 8 - Numbers to 50** . **Measurement** **Unit 9 - introducing length and height** **Measurement** **Unit 10 - Introducing mass and capacity**	**Number** **Unit 11 - Multiplication and division** **Fractions** **Unit 12 – Fractions** **Geometry** **Unit 13 – Position and Direction**	**Number** **Unit 14 - Numbers to 100** **Measurement** **Unit 15 – Money** **Measurement** **Unit 16 – Time**
Times table focus	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.					
	Count in 2s to 24 Count in 10s to 120		Count in 5s up to 60 link to 10s		Count fluently in multiples of 2, 5 and 10	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**Number** **Unit 1 - Numbers to 100** **Number** **Unit 2 - Addition and subtraction (1)**	**Number** **Unit 3 - Addition and subtraction** **Geometry** **Unit 4 - Properties of shape**	**Measurement** **Unit 5 - Money** **Number** **Unit 6 - Multiplication and division** **Number** **Unit 7 - Multiplication and division**	**Measurement** **Unit 8 - Length and height** **Measurement** **Unit 9 - Mass, capacity and temperature**	**Number** **Unit 10 - Fractions** **Measurement** **Unit 11 - Time**	**Number** **Unit 12 – Problem solving and efficient methods** **Geometry** **Unit 13 - Position and direction** **Statistics** **Unit 14 - Statistics**
Times table focus 2, 5, 10	Consolidate counting in 2, 5 and 10 in order up to 12x	Count fluently in multiples of 2, 5 and 10 Recall multiples of 10 up to 12 x 10 in any order including missing number and division facts	Recall multiples of 2 up to 12 x 2 in any order including missing number and division facts Recall multiples of 10 fluently up to 12 x 10	Recall multiples of 5 up to 12 x 5 in any order including missing number and division facts Recall multiples of 10 and 2 fluently up to 12 x	Count in multiples of 3 from 0 to 33 Recall multiples of 5, 10 and 2 fluently up to 12 x	Count in multiples of 3 from 0 to 33 Recall multiples of 5, 10 and 2 fluently up to 12 x

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Number** **Unit 1 Place value within 1,000** **Number** **Unit 2 - Addition and subtraction**	**Number** **Unit 3 - Addition and subtraction** **Number** **Unit 4 - Multiplication and division 1** **Number** **Unit 5 - Multiplication and division 2**	**Number** **Unit 6 - Multiplication and division 3** **Measurement –** **Unit 7 - Length and perimeter**	**Number** **Unit 8 - Fractions** **Measurement** **Unit 9 - Mass** **Measurement** **Unit 10 - Capacity**	**Number** **Unit 11 – Fractions** **Measurement** **Unit 12 - Money**	**Measurement** **Unit 13 - Time** **Geometry** **Unit 14 - Angles and properties of shapes** **Statistics** **Unit 15 - Statistics**
Times table focus 5, 10 2, 4, 8	Count in multiples of 2 up to 12x2 in any order including missing number and division facts Count in multiples of 4 from 0 to 12x4	Recall multiples of 4 up to 12x4 in any order including missing number and division facts Introduce (relating to 4)and begin to count in multiples of 8 from 0 to 12x8	Recall multiples of 4 up to 12x4 in any order including missing number and division facts Count in multiples of 8 10 12 x 8 in any order	Recall multiples of 4 up to 12x4 in any order including missing number and division facts Count in multiples of 8 10 12 x 8 in any order	Recall facts for 2, 5, 10, 4 and 8 times tables up to 12 x in any order including missing number and related division facts	Fluently Recall facts for 2, 5, 10, 4 and 8 Count in multiples of 3 up to 12x3 in any order including missing number and division facts
	Continue to recall 2, 5 & 10 x tables in any order and with related division facts					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	**Number** **Unit 1 - Place value 4-digit numbers (1)** **Number** **Unit 2 - Place value 4-digit numbers (2)** **Number** **Unit 3 - Addition and subtraction**	**Measurement** **Unit 4 – Area** **Number** **Unit 5 - Multiplication and division (1)**	**Number** **Unit 6 - Multiplication and division (2)** **Measurement** **Unit 7 - Length and perimeter** **Number** **Unit 8 - Fractions (1)**	**Number** **Unit 9 - Fractions (2)** **Number** **Unit 10 - Decimals (1)**	**Number** **Unit 11 - Decimals (2)** **Measurement** **Unit 12 – Money** **Measurement** **Unit - 13 Time**	**Geometry** **Unit 14 - Angles and 2D shapes** **Statistics** **Unit 15 – Statistics** **Geometry** **Unit 16 - Position and direction**
Times table focus 3, 6, 9 & 7	Recall multiples of 3, 4 and 8 up to 12x in any order including missing number and division facts Fluently count in 6s up to 12x6	Introduces 6s in order up to 12 x 6 relate to multiples of 3 Introduces 9s in order up to 12 x 6 relate to multiples of 3 and 6	Recall multiples of 3, 6 and 9 up to 12x in any order including missing number and division facts Fluently count in 7s up to 12x	Recall multiples of 7 up to 12x in any order including missing number and division facts Fluently count in 11s up to 12x Recall of 12x facts (learned in previous tables)	Recall multiples of all times tables up to 12x 12 in any order including missing number and division facts (revision for multiplication check)	Multiplication Check Times table interventions Recap of all facts up to 12x12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Number** **Unit 1 - Place value within 1,000,000 (1)** **Number** **Unit 2 - Place value within 1,000,000 (2)** **Number** **Unit 3 - Addition and subtraction**	**Number** **Unit 4 - Multiplication and division (1)** **Number** **Unit 5 – Fractions (1)** **Number** **Unit 6 – Fractions (2)**	**Number** **Unit 7 - Multiplication and division (2)** **Number** **Unit 8 – Fractions (3)** **Number** **Fractions** **Unit 9 - Decimals and percentages**	**Measurement** **Unit 10 – perimeter and area** **Statistics** **Unit 11 - Graphs and tables**	**Geometry** **Unit 12 – Properties of shapes** **Geometry** **Unit 13 – Position and direction** **Fractions** **Unit 14 - Decimals**	**Number and place value** **Unit - 15 Negative numbers** **Measurement** **Unit 16 – Converting units** **Measurement** **Unit 17 - Volume**
Times table focus	Recall multiples of 12 in any order including missing numbers and related division facts Recall multiples of all times tables up to 12x12 in any order	Square numbers Recall multiples of all times tables up to 12x12 in any order	Cubed numbers Recall multiples of all times tables up to 12x12 in any order	Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order	Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order	Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	**Number** **Unit 1 - Place value within 10,000,000** **Number** **Unit 2 – Four operations (1)** **Number** **Unit 3 - Four operations (2)**	**Number** **Unit 4 - Fractions (1)** **Number** **Unit 5 - Fractions (2)** **Measurement** **Unit 6 - imperial and metric measures (Not PM unit)**	**Unit 7 - Ratio and proportion** **Unit 8 - Algebra** **Number** **Unit 9 - Decimals**	**Number** **Unit 10 – Percentages** **Measurement** **Unit 11 - perimeter, area and volume** **KS2 Revision**	**Unit 12 - Statistics** **Geometry** **Unit 13 - Properties of shapes** **KS2 Revision** **KS2 SATS**	**Geometry** **Unit 14 – Position and direction** **Number** **Unit 15 – Problem solving**
Times table focus	Recall of all multiplication and division facts up 12 x 12 Recall of square, cubed and prime numbers up to 100					

Ready-to-progress criteria: year 1 to year 6

The table below is a summary of the ready-to-progress criteria for all year groups.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NPV	1NPV–1 Count within 100, forwards and backwards, starting with any number.		3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. →	4NPV–1 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. →	5NPV–1 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. →	6NPV–1 Understand the 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).
		2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. →	3NPV–2 Recognise the place value of each digit in *three*-digit numbers, and compose and decompose *three*-digit numbers using standard and non-standard partitioning. →	4NPV–2 Recognise the place value of each digit in *four*-digit numbers, and compose and decompose *four*-digit numbers using standard and non-standard partitioning. →	5NPV–2 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 non-standard partitioning. →	6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.
	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = →	2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. →	3NPV–3 Reason about the location of any *three*-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. →	4NPV–3 Reason about the location of any *four*-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. →	5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. →	6NPV–3 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.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NPV			3NPV–4 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. →	4NPV–4 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. →	5NPV–4 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. →	6NPV–4 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.
					5NPV–5 Convert between units of measure, including using common decimals and fractions.	
NF	1NF–1 Develop fluency in addition and subtraction facts within 10. →	2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. →	3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.			
	1NF–2 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. →		3NF–2 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. →	4NF–1 Recall multiplication and division facts up to 12 × 12, and recognise products in multiplication tables as multiples of the corresponding number. →	5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	
				4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.		
			3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). →	4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) →	5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AS	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	**2AS–1** Add and subtract across 10.	**3AS–1** Calculate complements to 100.			**6AS/MD–1** Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
	1AS–2 Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	**2AS–2** Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".	**3AS–2** Add and subtract up to three-digit numbers using columnar methods.			**6AS/MD–2** Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
		2AS–3 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.	**3AS–3** Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.			**6AS/MD–3** Solve problems involving ratio relationships.
		2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.				**6AS/MD–4** Solve problems with 2 unknowns.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MD		2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. →	5MD–1 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.	For year 6, MD ready-to-progress criteria are combined with AS ready-to-progress criteria (please see above).
		2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).		4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.	
				4MD–3 Understand and apply the distributive property of multiplication. →	5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	
					5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F			3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.			6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.
			3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). →		5F–1 Find non-unit fractions of quantities.	6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.
			3F–3 Reason about the location of any fraction within 1 in the linear number system. →	4F–1 Reason about the location of mixed numbers in the linear number system.		6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.
				4F–2 Convert mixed numbers to improper fractions and vice versa.	5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	
			3F–4 Add and subtract fractions with the same denominator, within 1. →	4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	5F–3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.	
G	1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. →	2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. →	3G–1 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.		5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
G					5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.	
	1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. →		3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. →	4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. →		6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
				4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.		
				4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.		