Nursery Maths

Assessments will take place 'in the moment' and in 'teacher led activities' and closing the gap time, will be given, to those children who need it to understand concepts before moving them on. End of term assessments will take place to ensure all children are working at ARE in line with the curriculum goals.

The first 3 weeks will be our settling in period and baseline and then the curriculum will start

Number Principles

1 -1 correspondence - 1 number name for each object that is counted
stable order – know that numbers are said in a certain order
cardinal principle – number name assigned to the final object in the grp is total no of objects in that group
abstraction principle – understand anything can be counted, including sound and movement
order irrelevance principle – order we count in is irrelevant there will always be the same number

<table>
<tr><th>Term</th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr>
<tr><td>Skills Taught</td><td colspan="2">Shapes, Space and Measures
I can sort objects and categorise them
I can identify objects that are the same, sort a group, sort and match size
I can recognise, name and match colours
I can use the language of same/different when matching
I am beginning to recite numbers in order to 5 – by singing songs/rhymes/counting objects/counting steps etc
I can find the odd one out of a group
I am beginning to talk about shapes
I can describe shapes in my own way and learn some shape properties and the vocabulary for this
I am beginning to make arrangements of shapes and build with shapes
I show an interest in shapes in the environment
I am beginning to notice patterns in the environment
I am beginning to make simple patterns – leaf/conker/leaf, etc.
Number (continuous teaching)
I am beginning to understand that the last number counted is how many are in a set
I am beginning to realise there is an order to counting
I am beginning to assign 1 counting word to each object 1-3
I am beginning to say how many are left – from singing number rhymes (five speckled frogs)
I can investigate that a group of objects changes when an object is added or taken away
Number 1/2/3
I can count to … and recognising the numeral
I can manipulate …. of many objects
I can give 1/2/3 spoons to each teddy
I can select 1/2/3 object from a group – pls give me 1…..
I am beginning to represent numbers using fingers – show me 1/2/3 fingers
I can describe shapes – has 1 curved side a triangle has 3 sides
I can link numerals and amounts – at tidy up time have pencil pots labelled with 1/2/3 pencils for children to tidy up</td><td colspan="2">Shapes, Space and Measures
I can compare objects and learn the vocabulary – big/little/small etc.
I am developing an understanding of size – big/little/small/large etc.
I can copy a pattern ABABAB using everyday objects pine cones/leaves etc.
I can continue a pattern ABABAB
I can correct an error in a pattern
I can explore patterns using body actions
I am able to name the pattern – leaf/twig/leaf/twig etc.
I am beginning to make my own repeated patterns
I can use positional language – follow instructions using positional language – behind/in front/next to, etc.
I am beginning to use puzzles
I am developing an understanding of measuring using a range of objects – ribbons/cubes, etc.
Number (continuous teaching)
Review numbers 1/2/3
I know that numbers identify how many in a set
I can give my teacher 1/2/3 objects from a larger group
I can subitise1 and 2 – fast recognition of up to 3 objects without counting them, look there are 2 objects!!
I realise that not only objects can be counted
I can record using my own marks – adult to model recording when adult led activity or playing games inside and outside
Number 4/5
I can recite numbers to 4/5
I am beginning to count 3/4 objects saying 1 number for each item
I am beginning to separate a group of 4 objects in different ways
Square shape – 4 sides
I am beginning to match numerals and quantities
I can sing number rhymes and understand how many are left – 5 little ducks went swimming….
I can use the language of same and different when comparing 2 dice rolled at the same time for example
I am beginning to find 1 more/1less than 4/5
I am beginning to find an interest in number problems
I can represent numbers 1/2/3/4/5 using fingers</td><td colspan="2">Shapes, Space and Measures
I can use shapes appropriately for tasks – a cone for the top of a castle etc.
I can talk about the shapes of everyday objects
I can make arrangements with shapes
I can go on a shape hunt
I can select a particular named shape
I am able to complete a simple puzzle
I am developing an understanding of capacity and vocabulary – pouring/filling/full/empty/half full
I can continue to develop an understanding of tall/short and compare objects
I can use the language of weight – heavy/light
Number (continuous provision)
I can solve number patterns, 1212 what comes next?
I am beginning to subitise numbers within 5 – able to make ….. in different ways using dice/numicon/objects etc. on own
I am beginning to select the correct numeral for numbers 1-5
I am beginning to order numbers to 5
I can count 5 objects in an irregular arrangement
I am beginning to count beyond 5 saying 1 number for each item
I am beginning to count backwards from 5
I am beginning to use words bigger/smaller when comparing numbers on a number line to 5
I am beginning to recognise numerals 1-5 in and out of order
I can solve some real-world problems to 5 – there are four of you but there aren't enough chairs…?
I can record in my own way – how many balls they can throw into a hoop?</td></tr>
<tr><td>End of term objectives</td><td>Autumn 1
I am beginning to subitise to 3
I can explore 2-D & 3D shapes
I can compare quantities more, fewer</td><td>Autumn 2
I can count objects in order to 5
I can recite numbers past 5
I can investigate properties of shapes
I can recognise patterns</td><td>Spring 1
I can show finger numbers up to 5
I can compare by size
I experiment with recording using own marks
I can create ABAB patterns</td><td>Spring 2
I can match numerals and amounts to 5
I can describe position – under, on top, etc.
I can compare by weight
I can correct an error in a pattern</td><td>Summer 1
I can select appropriate shapes for building
I can compare by length
I can solve real world problems to 5
I can use first, next, then</td><td>Summer 2
I can combine shapes to make new ones
I can compare by capacity
I understand position
I can count 5 objects 1-1
I know how many without counting up to 5 (subitise)</td></tr>
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Reception Maths

Term	Autumn		Spring		Summer	
Number	*I have a fast recognition of up to 3 objects (subitising)* *I can match objects using 1-1 correspondence to 5* *I can recite numbers past 5* *I can link numerals and amounts to 5* *Cardinal principle – I know the last number reached when counting sets of objects* *I can record in my own way* *I am beginning to sort objects* *I can solve real world problems to 5*		*I can count objects, actions, sounds to 5* *I can subitise to 5* *I can link the numeral to the cardinal number to 5* *I understand 1 more/1less* *I can explore composition of numbers to 10* *I can sort objects giving reasons* *I can compare numbers* *I am able to record in my own way* *I am able to combine 2 groups altogether* *I can order numbers to 5*		*I can automatically recall number bonds 0-10* *I can count verbally beyond 20* *I use mathematical vocab – more than/less than/add/take away etc* *I am able to use correct notations for writing sums* *I am able to write numbers 1-10* *I am able to recognise coin values and exchange them up to 10p* *I can order numbers to 10*	
Measurement	*I am beginning to make comparisons between sizes, length, etc.*		*I can arrange objects according to size, capacity, etc.* *I am beginning to understand vocab tall/short, heavy/light, etc.*		*I use vocab tall/short, heavy/light, etc.* *I am able to make a prediction and test it – Which holds more?, etc.*	
Spatial sense and geometry (shapes)	*I can explore 2D & 3D shapes* *I am beginning to use vocab sides, corners, etc.* *I can select appropriate shapes for building* *I can combine shapes to make new ones* *I can use spatial words in play, under, in, on, up, down, besides, between*		*I am able to identify and sort 2D shapes and give reasons* *I can describe a familiar route – obstacle route, etc.* *I am beginning to compose and decompose shapes*		*I am able to sort 3D shapes and name them* *I am able to describe common 2D and 3D shapes* *I know that a shape can have other shapes within it*	
Patterns	*I can talk about and identify the patterns around me* *I can extend and create ABAB patterns e.g stick, leaf, stick, leaf*		*I can notice and correct an error in a repeating pattern* *I can talk about patterns in events first, then, next, etc.*		*I am able to continue patterns with varying rules AB, ABB, ABBC*	
Specific maths teaching	*Match sort & compare* *Talk about measure & 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*	*Building 9 and 10* *Length, height and time*	*To 20 and beyond* *How many now?* *Manipulate, compose and decompose*	*Sharing and grouping* *Visualise, map and build*

Whitmore Primary School and Nursery

Maths Overview 2025/2026

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Maths Mastery	Wk 1	*4 days* **Expectations week**	*4 days* **Composition of the number 6** *Explore how 6 can be composed of different parts and identify the parts within 6* *Exploring a range of different arrangements of 6 will support children in developing fluency with bonds of 6 and help them to become flexible when calculating*	**Composition of numbers within 10** *Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols)* *Know how a number is composed and understanding the effect of partitioning and recombining wholes and parts provides knowledge of 'additive relationships', which involve both addition AND subtraction* *Subitise the numbers 5–9 and represent them on a Rekenrek* *Use the language of 'whole' and 'part' to describe groups and sub-groups* *Identify different ways of seeing parts within a whole* *Use the language of 'splitting' and 'combining' to describe partitioning a whole into its parts* *Partition a set of objects in different ways, describing how they have done it* *Explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes*	**Composition of the numbers 11–19 as 'ten and a bit** *Recognise the numbers 11–19 when presented using a dice pattern* *Write the numbers 11–19 using numerals* *Practise recognising and making the numbers 11–19*	**Number facts and arithmetic** *Apply their knowledge of the composition of numbers to both the partitioning and the reduction structures of subtraction* *Recap even and odd numbers within 10*	
	Wk 2	**Composition of numbers to 10** *Number bonds to 5*	**Composition of the number 8** *Explore the composition of 8, relating this to their previous work on 8 as '5 and a bit' and as an even number composed of 2s* *Identify ways in which 8 can be composed of two parts* *Identify 'how many more to make 8'*	**Composition of numbers within 10** *Exploring how numbers can be partitioned and recombined* *Represent the partitioning of a number on a part–part–whole diagram* *Observe and explain the patterns made by numbers when a systematic approach to partitioning is used* *Reason about missing parts when 4 is the whole* *Use cubes to systematically partition 5* *Observe and explain the patterns made by numbers when a systematic approach to partitioning is used*	**Composition of the numbers 11–19 as 'ten and a bit** *Recognise the numbers 11–19 when presented using a dice pattern* *Write the numbers 11–19 using numerals* *Practise recognising and making the numbers 11–19*	**Number facts and arithmetic** *Identify that even numbers can be partitioned into two odd parts or two even parts* *Recap that even numbers can be partitioned into two odd parts or two even parts* *Recap the ways in which 6, 8 and 10 can be partitioned*	
	Wk 3	**Composition** *Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure*	**Composition of the number 10** *Have a deep understanding of number to 10, including the composition of each number* *Automatically recall number bonds up to 5 and some number bonds to 10* *Identify bonds of 10 shown in a 10-frame* *Use finger patterns to represent 2 numbers that sum to 10* *Find pairs of numbers that sum to 10*	**Partitioning numbers within 10, starting with the systematic partitioning of 6** *Reason about missing parts when 4 or 5 is the whole* *Recap that even numbers can be composed of 2s* *Identify that even numbers can be split into two equal parts and made by combining two equal parts*	**Number facts and arithmetic** *Recap the effect of adding or subtracting 1 to or from odd or even numbers* *Identify that subtracting 2 from an even number gives the previous even number* *Recap the effect of adding or subtracting 2 to or from an even number*	**Number facts and arithmetic** **Subtraction within 10** *Use the terminology of 'how many are/are NOT' to describe a whole and its parts* *Use a part–part–whole diagram to represent a given set of objects with different attributes* *Use a subtraction equation to represent a partitioning story involving 'not'*	**Number facts and arithmetic** *Show the numbers 6, 7, 8 and 9 on their fingers as '5 and a bit'* *Relate a 'first, then, now' story for addition to an equation* *Tell and model 'first, then, now' stories, and record the corresponding addition equations* *Show 5, 6 and 7 on their fingers in different ways*
	Wk 4	**Have a deep understanding of number to 10, including the composition of each number** *Re-cap that 10 can be seen as 2 fives in a linear arrangement* *Make 6, 7, 8 and 9 on a rekenrek when 5 is a part*	**Identify missing numbers on a number track** *Complete a marked number line by placing numbers in the correct place by the marks on the line* *Visualise the number line and the position of numbers within 10*	**Partitioning numbers within 10, starting with the systematic partitioning of 6** *Subitise even numbers within 10* *Recalling doubles within 10 and show them on part–part–whole diagrams and on their fingers* *Identify arrangements of beads as 'near doubles' using a Rekenrek*	**Number facts and arithmetic** *Recap the effect of adding or subtracting 1 to or from odd or even numbers* *Identify that subtracting 2 from an even number gives the previous even number* *Recap the effect of adding or subtracting 2 to or from an even number*	*4 days* **Number facts and arithmetic** **Subtraction within 10** *Use the terminology of 'how many are/are NOT' to describe a whole and its parts* *Use a part–part–whole diagram to represent a given set of objects with different attributes* *Use a subtraction equation to represent a partitioning story involving 'not'*	**Number facts and arithmetic** *The composition of 5, and how bonds of 5 can be used to both add and subtract* *Using bonds of 5 to complete missing addend equations and related subtraction equations*
	Wk 5	**Compare quantities up to 10 in different contexts** *Recognising when one quantity is greater than, less than or the same as the other* *Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number*	**Composition of 7** *Recap that 7 is 1 more than 6, and it can be composed of 5 and 2* *Understand that 7 can be composed in different ways* *Find a missing part if 7 is the whole* *Work systematically to find all the bonds of 7 on the Rekenrek*	**Composition of the numbers 11–19 as 'ten and a bit** *Recap that the numbers 11, 12, 13, 14 and 15 can be composed of '10 and a bit'* *Identify missing numbers in part–part–whole diagrams*	**Number facts and arithmetic** **Identify that adding 2 to an odd number gives the next odd number** *Recap that adding 2 to an even number gives the next even number* *Identify that adding 2 to an even number gives the next even number* *Solve 'first, then, now' stories that involve adding 2 to even numbers within 10*	**Number facts and arithmetic** **Subtraction within 10** *Use the terminology of 'how many are/are NOT' to describe a whole and its parts* *Use a part–part–whole diagram to represent a given set of objects with different attributes* *Use a subtraction equation to represent a partitioning story involving 'not'*	**Number facts and arithmetic** *The composition of 6, 7, 8 and 9 as '5 and a bit'* *Using the '5 and a bit' structure to complete missing number equations*
	Wk 6	**Verbally count beyond 20** *Recognising the pattern of the counting system* *Count forwards from 0 to 10 and backwards from 10 to 0* *Identify '1 more and 1 less' than a given number up to 10*	**Composition of 9** *Build on their knowledge that 9 is 1 more than 8, and can be composed of 5 and 4* *Explore ways in which 9 counters can be arranged in a 3-by-3 grid* *Identify the missing part to make 9* *Work systematically to find all the ways that 9 can be composed of two parts on the Rekenrek*	**Composition of the numbers 11–19 as 'ten and a bit** *Identify that the numbers 16, 17, 18 and 19 can be composed of '10 and a bit'* *Make the numbers 11–19 on the Rekenrek*		*2 days*	**Number facts and arithmetic** *Bonds of 10 represented by expressions* *Missing addend equations in which the sum is 10*
	Wk 7	**Automatically recall some number bonds to 10** *(including doubles facts)* *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally*	**Composition of odd and even numbers** *Recap the 'shape' of odd and even numbers* *Sort odd and even numbers to 10* *Begin to generalise that even numbers can be composed of 2 odd parts* *Subitise odd parts within 10* *Begin to make generalisations about the composition of odd numbers* *Explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part*				**Number facts and arithmetic** *Subtraction from 10* *Doubles within 10*
	Wk 8	**Explore and represent patterns within numbers up to 10** *Including evens and odds, double facts and how quantities can be distributed equally.* *Explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)* *Explore the structure of the odd numbers as being composed of 2s and 1 more*					*1 day*
Year 1 White Rose Units		**Place Value** *Within 10* **Addition and Subtraction** *Within 10* **Shape**	**Addition and Subtraction** *Within 10* **Shape**	**Place Value** *Within 20* **Addition and Subtraction** *Within 20*	**Place Value** *Within 50* **Length and Height** **Mass and Volume**	**Multiplication and Division** **Fractions** **Position and Direction**	**Place Value** *Within 100* **Money** **Time**

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Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Maths Mastery / Numbersense	Wk 1	*4 days* **Expectations week**	*4 days* **Composition of odd numbers** *Recap the 'shape' of an odd number* *Identify that odd numbers are composed of an even number and 1 more* *Recap that odd numbers are composed of an even number and 1 more* *Explore whether 7 is composed of odd parts or even parts*	**Number facts and arithmetic** *Number bonds to 20*	**Doubles**	**2 times table**	**Square times table**
	Wk 2	**Composition of numbers to 10** *Children will explore how the numbers 6, 7, 8 and 9 can all be composed of two parts where 5 is one of the parts*	**Composition of the number 7** *Identify ways to make 7* *Reason about odd and even addends in expressions for 7* *Practise recalling missing parts for 7* *Identify missing parts when 7 is the whole*	**Number facts and arithmetic** *Making 10 or bridging through 10 strategies*	**Doubles**	**2 times table**	**Square times table**
	Wk 3	**Comparison** **Comparing numbers to 10** *Comparing the numbers of objects in two sets within 10 using a Rekenrek* *Recap the language of comparison using 'more than' and 'fewer than'* *Compare numbers and use the language of 'more than' and 'fewer than'*	**Composition of the number 9** *Recap that 9 is an odd number that lies in between 5 and 10 on a number line* *Identify and record bonds of 9* *Identify the missing part to make 9*	**Number facts and arithmetic** *Solve problems that bridge through 10*	**Doubles**	**2 times table**	**Square times table**
	Wk 4	**Composition of even numbers** *Recap that doubles are composed by combining 2 equal groups and are even numbers* *Practise recalling doubles within 10* *Write addition equations for doubles* *Sort odd and even numbers within 10* *Identify that even numbers CAN be composed of 2 odd parts*	**Composition of the numbers 11 to 19** *Identify that the numbers 11–19 are composed of '10 and a bit'* *Complete missing number equations* *Describe the composition of the numbers 11–19 as being made of '10 and _____'*	**Number facts and arithmetic** *Subtraction calculations*	**Doubles**	*4 days* **2 times table**	**Square times table**
	Wk 5	**Composition of the number 6** *Recap how 6 can arranged in a 2-by-3 pattern* *Recap the position of 6 on a 0 to 10 number line* *Experience different arrangements of 6 and identify arrangements that do NOT show 6* *Identify the missing part of 6 in a part-part-whole diagram*	**Counting, cardinality and ordinality** *Recap that the numbers 11–15 are composed of '10 and a bit'* *Locate the numbers 11–15 on the number line* *Complete equations and inequalities, choosing the correct symbol: < > or =* *identify the relative positions of 10 and 15.* *use knowledge of midpoints to place numbers on a number line*	**Number facts and arithmetic** *Solve subtraction problems that bridge 10*	**Doubles**	**2 times table**	**Square times table**
	Wk 6	**Composition of the number 8** *Recap the position of 8 in the linear number system* *Work systematically to find all the ways in which 8 can be composed* *Identify that 8 can be composed of 2 odd parts or 2 even parts because it is an even number* *Recap that 8 can be composed of 2 odd parts or 2 even parts because it is an even number*	**Number facts and arithmetic** *Adding three numbers*	**Number facts and arithmetic** *Apply their knowledge of the bonds within 10 to related bonds within 100*		*2 days*	**Square times table**
	Wk 7	**Number bonds to 10** *Identify bonds of 10 on a 10-frame* *Record expressions for 10, identifying odd and even pairs of addends* *Identify whether bonds of 10 are composed of odd or even numbers* *Complete part-part-whole diagrams in which the whole is 10*	**Number facts and arithmetic** *Adding three numbers*				**Square times table**
	Wk 8	**Number bonds to 10** *Complete related addition and subtraction equations*					*1 day*
Year 2 White Rose Units		**Place Value** **Addition and Subtraction**	**Addition and Subtraction** **Shape**	**Money** **Multiplication and Division**	**Length and Height** **Mass, Capacity and Temperature**	**Fractions** **Time**	**Time** **Statistics** **Position and Direction**

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Numbersense	Wk 1	*4 days* **Recap of prior learning**	*4 days* **5 times table**	**Consolidation**	**4 times table**	**6 times table**	**Seven times table**
	Wk 2	**Recap of prior learning**	**5 times table**	**3 times table**	**4 times table**	**6 times table**	**Seven times table**
	Wk 3	**Recap of prior learning**	**5 times table**	**3 times table**	**4 times table**	**6 times table**	**Seven times table**
	Wk 4	**Recap of prior learning**	**5 times table**	**3 times table**	**4 times table**	*4 days* **6 times table**	**Seven times table**
	Wk 5	**Recap of prior learning**	**Consolidation**	**3 times table**	**4 times table**	**6 times table**	**Seven times table**
	Wk 6	**5 times table**	**Consolidation**	**3 times table**		*2 days*	**Seven times table**
	Wk 7	**5 times table**	**Consolidation**				**Seven times table**
	Wk 8	**5 times table**					*1 day*
Year 3 White Rose Units		**Place Value** **Addition and Subtraction**	**Addition and Subtraction** **Multiplication and Division**	**Multiplication and Division** **Length and Perimeter**	**Length and Perimeter** **Fractions** **Mass and Capacity**	**Fractions** **Money**	**Time** **Shape** **Statistics**

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Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Numbersense	Wk 1	*4 days* **Recap of prior learning**	*4 days* **7 times table**	**8 times table**	**More Squares**	**12 times table**	**Multiplication Tables Check** *Test window*
	Wk 2	**Recap of prior learning**	**7 times table**	**8 times table**	**More Squares**	**12 times table**	**Multiplication Tables Check** *Test window*
	Wk 3	**Recap of prior learning**	**7 times table**	**9 times table**	**More Squares**	**12 times table**	**Consolidation**
	Wk 4	**6 times table**	**7 times table**	**9 times table**	**10 & 11 times table**	*4 days* **12 times table**	**Consolidation**
	Wk 5	**6 times table**	**7 times table**	**9 times table**	**10 & 11 times table**	**MTC Preparation**	**Consolidation**
	Wk 6	**6 times table**	**8 times table**	**9 times table**		*2 days* **MTC Preparation**	**Consolidation**
	Wk 7	**6 times table**	**8 times table**				**Consolidation**
	Wk 8	**6 times table**					*1 day*
Year 4 White Rose Units		**Place Value** **Addition and Subtraction**	**Area** **Multiplication and Division**	**Multiplication and Division** **Length and Perimeter**	**Fractions** **Decimals**	**Decimals** **Money** **Time**	**Time** **Shape** **Statistics** **Position and Direction**

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Numbersense/Fluency Practice	Wk 1	*4 days* **Consolidation**	*4 days* **Consolidation**	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*
	Wk 2	**Consolidation**	**Consolidation**	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*
	Wk 3	**Consolidation**	**Consolidation**	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*
	Wk 4	**Consolidation**	**Consolidation**	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	*4 days* **Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*
	Wk 5	**Consolidation**	**Consolidation**	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*
	Wk 6	**Consolidation**	**Consolidation**	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*		*2 days*	**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*
	Wk 7	**Consolidation**	**Consolidation**				**Weekly Consolidation** *Weekly consolidation session with a conceptual animation*
	Wk 8	**Consolidation**					*1 day*

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Year 5 White Rose Units	**Place Value** **Addition and Subtraction**	**Multiplication and Division** **Fractions**	**Multiplication and Division** **Fractions**	**Decimals and Percentages** **Perimeter and Area** **Statistics**	**Shape** **Position and Direction**	**Decimals** **Negative Numbers** **Converting Units** **Volume**

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Numbersense/Fluency Practice	**Wk 1**	*4 days* **Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	*4 days* **Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 2	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 3	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 4	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	*4 days* **Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 5	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 6	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*		*2 days*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 7	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*				**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 8	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*					*1 day*

Year 6 White Rose Units	**Place Value** **Addition and Subtraction**	**Fractions** **Converting Units**	**Ratio** **Algebra** **Decimals**	**Fractions, Decimals and Percentages** **Area, Perimeter and Volume** **Statistics**	**Shape** **Position and Direction**	**Themed Projects** **Problem Solving** **Consolidation**