



Christopher Pickering Maths Long Term Plan 2024-2025

EYFS – Year 6

Maths Long Term Plan



The intention for our young Mathematicians:

To ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions



SEN Support in Maths

	Communication and Interaction	Cognition and Learning	Sensory/Physical	SEMH (Social, Emotional, Mental Health)
General Adaptations	Speech and Lang ❖ Preteach vocab and concepts ❖ Vocab bank/wordwall ❖ Clear and simple instructions before activities ❖ Repeat instructions ❖ Processing time ❖ Directed questions ❖ Help cards ❖ Visual aids ❖ Differentiated scaffolding	SpLD (e.g. Dylexia) ❖ Read text to them ❖ Handouts not copying tasks ❖ Repeat instructions ❖ Step by steps tasks/jobs list ❖ Processing time ❖ Memory aids – learning mats/KO ❖ Use of computing – if appropriate ❖ Scaffolding ❖ Visual aids for sequencing ❖ Extra time ❖ Strategies to aid organisation	❖ Sensory regulation activities ❖ Ear defenders where appropriate ❖ Fully accessible school ❖ Height adjustable desks ❖ Class seating plan ❖ Calm/Quiet Areas (e.g. reading dens)	❖ No hands up approach ❖ Talk Partners ❖ Positive rewards/praise
	ASD ❖ Prepare learner for new concepts ❖ Visual aids ❖ Set clear goals ❖ Step by step tasks/jobs list/First Next (incorporate their intese interest into specific resource) ❖ Calm time/rest breaks ❖ Clear routines ❖ Simple instructions and language ❖ Explain any changes prior to the lesson ❖ Writing frames ❖ Model social skills ❖ Structured and consistant approach ❖ Immediate reward sustem	MLD ❖ Preteach vocab and concepts ❖ Simple outcome linked to the objective ❖ Step by steps tasks/jobs list ❖ Use real life experiences ❖ Modelling various examples ❖ Visual aids and multi-sensory teaching approach ❖ Clear and simple instructions ❖ Scaffolding ❖ Processing time ❖ Help cards ❖ Discussion before writing ❖ Alternative to writing ❖ Small group work/1:1	Visual ❖ Seat pupil at the front ❖ Handouts rather than copying from board ❖ Enlarged worksheets ❖ Use of ICT ❖ Verbal instructions	ADHD ❖ Provide sensory regualtion e.g. fidget toys or sensory circuit ❖ Create Check Lists for tasks and split longer tasks into smaller managable chunks ❖ Careful seating plan to support child's need e.g. away from distraction

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Maths Adaptations	Pre teach any new complex mathematical vocabulary Recap vocabulary and key aspects of mathematical concepts previously taught to go over any misconceptions	Recap vocabulary and key aspects of mathematical concepts previously taught to go over any misconceptions. Multisensory concrete materials to support all stages of learning process. Same day intervention to develop fluency to apply to problem solving. Jobs list to break down mathematical methods into smaller chunks for children to follow. Adult and group support. Verbal feedback/check-in throughout session Scaffolded/adapted sheets Floor books to record verbal responses and written work	Working in smaller groups Pace of lessons supports movement breaks/ sensory regulations/ quiet times if needed	Guided group work Sensory rest breaks planned into lessons
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F1 Long Term Plan

F1 Maths - Learning Trajectories LTP

<https://learningtrajectories.org>

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Starter	Home visits	Settling in	Baseline	Learning 4 key Nursery rhymes	Counting Chanter	Counting Reciter	Subtiser - very small number recogniser	Counting chanted	Counting reciter	Subtiser Maker or small collection	Counting - Reciter (10)	Counting - corresponder
Main					Comparing numbers- one to one object corresponder	2D Shape - same thing comparer	Measurement - length sensor - foundations and quantity recogniser.	Adding and subtracting - arithmetic sensor: foundation.	2D Shape recogniser - typical	Measurement - area - foundations	Comparing numbers - object corresponder	2D Shape matcher (identical, orientation, sizes)

Term 2

	Week 19	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Starter	Counting - counter Reciter (10)	Subtiser - maker of small collections	Comparing number - perceptual comparer	Adding/ subtracting - preverbal +/-	Counting - corresponder	Subtiser - small number namer	Comparing number - first second ordinal counter	Adding/ subtracting small number +/-	Counting - corresponder	Subtiser - perceptual Subtiser to 4	Comparing number - early comparer of similar items	Adding/ subtracting - small number +/-
Main	Measurement volume sensor foundations.	Composing numbers - foundations/ parts combiner	2D shape - Shape recognizer - circles, squares and triangles.	Classification and data analysis - simple sorter and sorter by similar attributes.	Multiplying/ dividing - foundations and beginner grouper and sharer.	2D shape - construction of shapes from parts.	Measurement - length direct and indirect comparer.	Fractions - foundations early proportional thinking and shape equipartitioner.	2D shapes - shape recogniser all rectangles	Measurement - area. Area quantity recogniser.	Patterns, structure and algebraic thinking - intuited patterner foundation and recogniser.	2D shapes - side recogniser

Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Starter	Counting - counter (small number)	Subtiser - perceptual Subtiser to 5.	Comparing number - early comparer of dissimilar items	Adding/ subtracting - find result +/-	Counting - counter (10)	Subtiser - conceptual Subtiser to 5	Comparing number - matching comparer and counting comparer.	Adding/ subtracting - make it N	Counting - producer (small number)	Subtiser - conceptual Subtiser to 7	Comparing number - counting comparer (same size)	Comparing number - mental line to 5. Serial ordered to 5.
Main	Measurement - volume filler.	Composing number - inexact part whole recognizer and composer to 5.	2D shape - corner (angle) recogniser	Classification and data analysis - consistent, flexible sorter and data case viewer.	Multiplying/ dividing - grouper and distributor sharer.	Composing 2D shapes - piece assembler	Measurement - length serial orderer to 5.	Fractions - half recogniser and unit fraction recogniser.	Composing 2D shapes - picture maker	Measurement - area physical coverer and counter.	Patterns, structure and algebraic thinking - Patterner AB and patterner.	2D shape review.



Foundation Stage 2 Long Term Plan

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and Triangles	1, 2, 3, 4 and 5		Shapes with 4 sides
Spring	Alive in 5		Mass and Capacity	Growing 6,7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections		

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YEAR 1 RtP Criteria NCETM Spine link reference (TP = Teaching Point)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10) NCETM Spine: 1.1 (comparison context) 1.3 , (numbers 0-5) and 1.4 (numbers 6-10) Note: part-whole shows up in 1.2 which could be used before 1.3 RtP -NPV-1, NPV-2, NF-1, AS-1, AS-2					Number: Addition and Subtraction (within 10) NCETM Spine: 1.2 (part whole model) 1.5 , 1.6 , 1.7 RtP - NF-1, AS-1, AS-2					Geometry: Shape NCETM Spine: N/A RtP – G1	Consolidation
Spring	Number: Place Value (within 20) NCETM Spine: 1.10 (TP 1 and 2) RtP - NPV-1, NPV-2			Number: Addition and Subtraction (within 20) NCETM Spine: 1.10 (TP 5), 1.11 (TP 5 and 6) RtP - NPV-1			Number: Place Value (within 50) NCETM Spine: 1.9 , 2.1 RtP - NPV-1	Measurement: Length and Height NCETM Spine: 1.1 RtP - NF-2, NPV-2, AS-2			Measurement:Mass and Volume NCETM Spine: 1.1 RtP -_NF-2, NPV-2, AS-2	
Summer	Number: Multiplication and Division NCETM Spine: 2.1 (TP 1-3) could also ref back to 1.8 TP 2 RtP - NF-2			Number: Fractions NCETM: Key Stage 1 Year 1: Halving shapes or objects Year 1: Find a quarter of a shape or object RtP – NF-2		Geometry: Position & Direction NCETM Spine: N/A RtP - G-2	Number: Place Value (within 100) NCETM Spine: 1.9 RtP - NPV-1, NF-2	Measures: Money NCETM Spine: 2.1 (TP 4 – 6) RtP - NPV-1, NF-2	Measurement: Time NCETM Spine: N/A RtP - NPV-1, NF-2		Consolidation	

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NOTES: NCETM encourages teaching numbers from 20-100 (1.8 + 1.9 NCETM SPR 2, SUM 1 and SUM 4) before learning the 11-20 teen numbers (1.10 NCETM AUT 4) which is different to the White Rose planning. This should be considered when planning. *'This segment will give children a sense of the regularity of number naming up to 100 before they begin to work on irregularly named teen numbers'*. **However**, TP 1.9 will need tailoring as to not include numbers 11-20

This [NCETM Spine Link](#) directs you to the page including all three spines (Add and Subtract, Multiplication and Division, Fractions) and the hyperlinks on the document takes you to the relevant segment which offer: teacher guidance, PowerPoint representations, and video guidance.

White Rose Overview: <https://whiterosemaths.com/resources/schemes-of-learning/primary-sols>

NCETM Teaching for Mastery home page: <https://www.ncetm.org.uk/teaching-for-mastery/>

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YEAR 2 RtP Criteria NCETM Spine link reference (TP = Teaching Point)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value NCETM Spine: 1.9 (revisit Year 1 PV to 100) 2.1 (count in 2s, 5s, 10s) RtP - NPV-1, NPV-2				Number: Addition and Subtraction NCETM Spine: Could refer back to 1.2 (for part-whole), 1.8 (support with tens and bonds to 100), 1.9 (TP 6 using PV for fact families) 1.7 (fact families inverse etc.) 1.14 (add and sub tens, 10 more less) 1.13 - (covers most small steps) 1.14 , 1.15 1.16 (subtraction 2 digit 2 digit, bonds 10s and 1s) 1.11 (three addends) 2.1 (TP 2 bonds to 100 from Y3) RtP - AS-1, AS-2, AS-3, AS-4, NPV-2					Geometry: Shape NCETM Spine: N/A RtP – G1		
Spring	Measurement: Money NCETM Spine: revisit 2.1 (TP 4-6) Use Add & Sub skills from previous block and apply to money (y4 is next spine on money) RtP - AS-1, AS-2, AS-3, AS-4, NPV-2		Number: Multiplication and Division NCETM Spine: 2.2 , 2.3 (TP1) 2.5 (arrays) 2.3 (2x table), 2.4 (10 and 5 x table) RtP - MD-1 NCETM Spine: (1.4 and 1.10 TP 3 if needed to refer back to y1 odd/even numbers) 2.6 - (TP 1-3 sharing and grouping) (TP 4 divide by 2, 5, 10) RtP - MD-1, MD-2, NPV-2				Measurement: Length and Height NCETM Spine: could ref back to 1.1		Measurement: Mass, Capacity and Temperature NCETM Spine: N/A			
Summer	Number: Fraction NCETM Spine: Key Stage 1 Fractions			Measurement: Time NCETM Spine: N/A		Statistics NCETM Spine: some ideas in 1.12 but this is mainly a focus on difference		Geometry: Position and Direction NCETM Spine: N/A		Consolidation		

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NOTES: Struggling to match in 1.12 to WR so could be used as a separate focus on subtraction and difference. May need to modify some skills on NCETM for bonds to 100 (10s and 1s) example 1.16.

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YEAR 3 RtP Criteria NCETM Spine link reference (TP = Teaching Point)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Wk 12
Autumn	Number: Place Value NCETM Spine: 1.17 (TP1 hundreds, 1000, 50s, 25s) 1.18 (TP1 100s,10s,1s) (TP2 number line to 1000) (TP3 1,10,100 more or less) (TP4 compare order) RtP - NPV-1, NPV-2, NPV-3, NPV-4			Number: Addition and Subtraction NCETM Spine: 1.18 (TP 5 add and sub multiples of 100) 1.19 1.17 (TP 3 + 4 crossing 10s and 100s) 1.20 (written addition) 1.21 (written subtraction) RtP - AS-2,				Number: Multiplication and Division NCETM Spine: 2.6 (revisit for equal groups) 2.8 (TP 1 mult and divide by 3) 2.7 (mainly TP2 mult divide by 4 incl 4x table) (TP3 & 4 mult and divide by 8 incl 8x table) RtP - MD-1				
Spring	Number: Multiplication and Division NCETM Spine: 2.6 TP4 related 2.13 (TP 6 related facts taken from y4) 2.19 (related facts taken from y5) 2.17 and 2.8 (TP 5 scaling) 2.14 (select from TP 1 & 2) 2.15 (TP 1) (Concrete resources best for this topic) RtP - MD-1			Measurement: Length and Perimeter NCETM Spine: 2.16 (TP 1 to introduce) RtP - NPV-2, NPV-3, AS-2, NF-1		Number: Fractions NCETM Spine: revisit Key Stage 1 3.1 , 3.2 3.6 (TP 3 Fractions of amounts) RtP - F-1, F-2, F-3, F-4			Measurement: Mass and Capacity NCETM Spine: N/A			
Summer	Number: Fractions NCETM Spine: 3.3 (compare and order) 3.4 (add and sub fractions) 3.7 (select from TP 1 + 2 only) RtP - F-1, F-2, F-3, F-4		Measures: Money NCETM Spine: revisit 2.1 1.25 (select appropriate) RtP - NPV-2, AS-2		Measurement: Time NCETM Spine: N/A		Geometry: Properties of shape NCETM Spine: N/A RtP - G-1, G-2		Statistics NCETM Spine: N/A		Consolidation	

NOTES: Will have to dip into 'year 4' (3.5, 3.6) and even year 5 (3.7) for equivalent fractions on the NCETM spine for some lessons. Will also have to revisit early fraction work a lot for deep

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YEAR 4 RtP Criteria NCETM Spine link reference (TP = Teaching Point)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Wk 12
Autumn	Number: Place Value NCETM Spine: 1.17 (count in 25s), 1.22 , 1.27 (negative numbers) RtP - NPV-1, NPV-2, NPV-3, NPV-4				Number: Addition and Subtraction NCETM Spine: 1.22 (TP 3 add sub 1s,10s,100s,1000s and TP5). Refer back to 1.20 and 1.21 for introducing written methods.			Measurement Area NCETM Spine: 2.16	Number: Multiplication and Division NCETM Spine: 2.6 (TP5 for $x \div 0$ and 1), 2.8 (6x and 9x), 2.9 (7x), 2.13 ($x \div 10,100$) RtP - NF-1, MD-2, MD-3			Consolidation
Spring	Number: Multiplication and Division NCETM Spine: 2.10 (factor pairs), 2.11 (11x, 12x & efficient mult), 2.14 (multiplication) 2.15 (division) 2.12 (remainders) RtP - NF-1, MD-2, MD-3		Measures: Length & Perimeter		Number: Fractions NCETM Spine: May need to visit 3.0 (KS1 fractions) & Year 3 for intro. 3.4 (add and sub fractions) 3.7 (equiv - TP1 & TP2), 3.5 (be selective - show more than one whole in fractions, count on & back past 1, add & sub) RtP – F-1, F-2, F-3				Number: Decimals NCETM Spine: (Revisit 2.13 for $\div 10$ and 100), 1.23 (tenths, hundredths), 1.24 (mainly TP 1 and some of TP2) RtP – F-1, F-2, F-3			
Summer	Number: Decimals NCETM Spine: 1.24 (TP2, TP7)		Measurement: Money NCETM Spine: 1.22 (TP 4 estimate money) 1.25		Measures: Time NCETM Spine: N/A		Consolidation	Geometry: Properties of Shape NCETM Spine: N/A RtP - NPV-4, G-2, G-3, G-1		Statistics NCETM Spine: N/A	Geometry: Position & Direction NCETM Spine: 1.27 TP 6	

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NOTES: you may want to go back to earlier year groups when appropriate. For example, in add and subtract it would be worth visiting the year 3 introduction to column methods with 3 digit numbers before moving on to 4 digit numbers. It may say this on the spine materials.

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YEAR 5 RtP Criteria

NCETM Spine link reference (TP = Teaching Point)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Wk 12
Autumn	Number: Place Value NCETM Spine: 1.26 1.27 (negative numbers) RtP - NPV-2, NPV-3, NPV-4			Number: Addition and Subtraction NCETM Spine:revisit 1.22 (TP 3 and TP5) and 1.20 , 1.21 for written methods. 1.29 (strategies and mental methods as opposed to written. Includes decimals) 1.29 (TP 3 difference) 1.29 (TP 6 estimate, approximate, inverse) 1.28 (multi-step problems)		Number: Multiplication and Division NCETM Spine: 2.21 (factors multiples prime) 2.9 (square numbers) 2.13 (mult divide 10,100,100) 2.19 (10,100,1000) 2.20 (cube numbers) 2.18 (maybe stand alone as equivalence) RtP - MD-1, MD-2			Number: Fractions NCETM Spine: revisit parts of earlier fractions to prepare for topic (3.1 , 3.2 , 3.3 , 3.4) 3.7 (equivalents and simplifying, compare order), 3.8 (add and subtract), 3.5 improper and mixed, 3.6 multiplying RtP - F-1, F-2, NPV-2, F-3			
Spring	Number: Multiplication and Division NCETM Spine: 2.23 (area model) 2.15 (division) 2.14 (written multiplication) RtP - MD-1, MD-2, MD-3			Number: Fractions		Number: Decimals and Percentages NCETM Spine: continue from y4 1.23 and 1.24 (1/10, 1/100, 1/000ths) 1.24 (TP 3 compare and order) 3.10 FDP (TP1,TP2,TP4, TP5)		Measurement: Perimeter and Area NCETM Spine: revisit 2.16		Statistics NCETM Spine: some examples in 1.28 and 1.29		

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Summer	Geometry: Properties of Shape NCETM Spine: N/A <u>1.28</u> (some ideas in TP4) RtP - MD-1, G-1,	Geometry: Position & Direction NCETM Spine <u>1.27</u> TP 6	Number: Decimals NCETM Spine: ref back to <u>1.23</u> TP 4 -6 <u>1.24</u> (TP 4 & 6) <u>2.19</u> TP 2 and <u>2.29</u> (decimals by 10,100,1000)	Number: Negative Number	Measurement: Converting Units NCETM Spine: (<u>1.24</u> TP5)	Measures: Volume NCETM Spine: <u>2.20</u>
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NOTES: Lots of revisiting needed (see previous year groups). Big emphasis on FDP.

This [NCETM Spine Link](#) directs you to the page including all three spines (Add and Subtract, Multiplication and Division, Fractions) and the hyperlinks on the document takes you to the relevant segment which offer: teacher guidance, PowerPoint representations, and video guidance.

White Rose Overview: <https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>

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YEAR 6

RtP Criteria

NCETM Spine link reference (TP = Teaching Point)

Term Christ	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Autumn	Number: Place Value NCETM Spine: revisit y5 1.26 PV 1.30 (mainly TP2 and TP3) 1.30 (TP 5 rounding)		Number: Add. Sub, Multiplication and Division NCETM Spine: 1.30 TP 4 (revisit 1.20 and 1.21 for column) 1.30 (maybe use to secure PV and counting through boundaries using mental methods TP4 and fluency including RPS in TP6) 2.24 (division - ref back to 2.15 if necessary) 2.23 long multiplication 2.21 common factors, common multiples, primes 2.20 cubes and ref back to 2.9 for square numbers 2.22 and 2.28 (order operations) 2.25 (reason known facts)					Number: Fractions NCETM Spine: 3.7 simplify equivalent incl. number line revisit 3.5 mixed number improper fraction add, sub, number line 3.8 add and sub fractions 3.8 TP 5 (compare denom. and numerator) 3.9 Multiply, divide 3.9 fractions of amounts TP1 - revisit 3.6 TP 3		Number: Fractions		Measures : Convert Units NCETM Spine: 2.29 TP2 (metric only)
Spring	Number: Ratio NCETM Spine: 2.27		Number: Algebra NCETM Spine: 1.28 , 1.31		Number: Decimals Spine: revisit TP 1.24 for 3 D.P, revisit 2.29 - multi div 10,100,1000 2.19 mult div decimals by integers 2.28 (some support with division problems but no decimals) 3.10 fraction decimal		Number: Fractions		Measurement: Perimeter, Area and Volume NCETM Spine: 2.30 area perimeter (revisit 2.16) 2.20 volume		Statistics NCETM Spine: 1.28 TP3 (pie chart, bar chart - missing values focus) 3.10 TP6 - percentage context, 2.26 mean average	

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Summer	Geometry: Property of Shape NCETM Spine: 1.28 TP4 (missing angles only) NCETM Spine: 1.28 TP4	Geometry: Position & Direction NCETM Spine: 1.27 TP 6	Themed projects, consolidation and problem solving

NCETM Teaching for Mastery home page: <https://www.ncetm.org.uk/teaching-for-mastery/>

NOTES: Lots of revisiting needed (see previous year groups)

This [NCETM Spine Link](#) directs you to the page including all three spines (Add and Subtract, Multiplication and Division, Fractions) and the hyperlinks on the document takes you to the relevant segment which offer: teacher guidance, PowerPoint representations, and video guidance.



Spine per year group

	SPINE 1: Place Value, Add Subtract https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/number-addition-and-subtraction/	SPINE 2: Multiplication and Division https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/multiplication-and-division/	SPINE 3: Fractions https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/fractions/
Year 1	<u>1.1</u> , <u>1.2</u> , <u>1.3</u> , <u>1.4</u> , <u>1.5</u> , <u>1.6</u> , <u>1.7</u> , <u>1.8</u> , <u>1.9</u> , <u>1.10</u>	<u>2.1</u>	<u>3.0</u>
Year 2	<u>1.11</u> , <u>1.12</u> , <u>1.13</u> , <u>1.14</u> , <u>1.15</u> , <u>1.16</u>	<u>2.2</u> , <u>2.3</u> , <u>2.4</u> , <u>2.5</u> , <u>2.6</u>	<u>3.0</u>
Year 3	<u>1.17</u> , <u>1.18</u> , <u>1.19</u> , <u>1.20</u> , <u>1.21</u>	<u>2.7</u> , <u>2.8</u> , <u>2.9</u>	<u>3.1</u> , <u>3.2</u> , <u>3.3</u> , <u>3.4</u>
Year 4	<u>1.22</u> , <u>1.23</u> , <u>1.24</u> , <u>1.25</u>	<u>2.10</u> , <u>2.11</u> , <u>2.12</u> , <u>2.13</u> , <u>2.14</u> , <u>2.15</u> , <u>2.16</u> , <u>2.17</u>	<u>3.5</u> , <u>3.6</u>
Year 5	<u>1.26</u> , <u>1.27</u> , <u>1.28</u> , <u>1.29</u>	<u>2.18</u> , <u>2.19</u> , <u>2.20</u> , <u>2.21</u> , <u>2.22</u>	<u>3.7</u> , <u>3.8</u>
Year 6	<u>1.30</u> , <u>1.31</u>	<u>2.23</u> , <u>2.24</u> , <u>2.25</u> , <u>2.26</u> , <u>2.27</u> , <u>2.28</u> , <u>2.29</u> , <u>2.30</u>	<u>3.9</u> , <u>3.10</u>