Langford Village CP School
Whole School Curriculum Map

Maths 2025-2026

Year R						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
WRH	• Baseline • Match, sort and compare • Measure & pattern	• It's me • 1,2,3 • Circles & Triangles • 1,2,3,4,5	• Shapes with 4 sides • Alive in 5 • Mass & Capacity	• Growing 6,7,8 • Length, height & time • Building 9 and 10 • Explore 3-D shapes	• 20 and beyond • How many now? • Manipulate, compose and decompose	• Sharing and grouping • Visualise build and map • Make connections
NCETM MN	• Subitising within 3 • Counting skills • Explore how all numbers are made of 1s • Subitise objects and sounds • Comparison of sets	• Counting skills • Comparison of sets • Explore the concept of 'whole' and 'part' • Composition of 3, 4 and 5 • Object counting skills • Match numerals to quantities	• Subitise within 5 • Counting – see that each number is one more than the previous number • Composition – focus on 5 • Focus on 6 and 7 as '5 and a bit' • Compare sets	• Staircase pattern and ordering numbers • Ordering numbers to 8 • Composition – focus on 7 • Doubles – explore how some numbers can be made with 2 equal parts • Sorting numbers according to attributes – odd and even numbers	• Counting – larger sets and things that cannot be seen • Subitising to 6 • Composition – '5 and a bit' • Composition of 10 • Comparison – linked to ordinality	• Subitise to 5 • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison • Number patterns • Counting

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Maths 2025-2026

Year 1						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 1**
WRH	• Place Value (within 10) • Addition & Subtraction (within 10) • Shape		• Place Value (within 20) • Addition & Subtraction (within 20) • Place Value (within 50) • Length & Height • Mass & Volume		• Multiplication & Division • Fractions • Position & Direction • Place Value (within 100) • Money • Time	
NCETM MN	• Practice subitising • Recap the composition of 5 • Composition of 6, 7, 8 and 9 • Compare sets of objects • Order of numbers to 10 • Numbers that can be made with doubles	• Odd and even numbers • Composition of 6 • Composition of 8 • Composition of 10 • Representation of ordinality	• Composition of 7 • Composition of 9 • The shape of odd and even numbers • Explore the concept of part-part-whole • Explore how numbers can be partitioned •	• Systematic partitioning of numbers within 10 • 1 more than and 1 less than in relation to odd/even numbers • Adding/subtracting 2 to odd/even numbers • Composition of even numbers • Composition of odd numbers	• Composition of 11-15 as '10 and a bit' • Position of numbers to 11-15 on the number line • Read, write and interpret expressions with the + and = symbols • Recall the composition of 6,7,8 and 9.	• Composition of 11-19 as '10 and a bit' • Read, write and interpret expressions with the - and = symbols • Apply knowledge of composition when adding or subtracting

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Maths 2025-2026

Year 2						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 1**
WRH	• Place Value • Addition & Subtraction • Shape		• Money • Multiplication & Division • Length & Height • Mass, Capacity & Temperature		• Fractions • Time • Statistics • Position/direction • Consolidation	
NCETM MN	• Composition of 6.7.8 and 9 as '5 and a bit' • Compare numbers within 10 • Odd/even parts • Composition of 6 • Composition of 8 • Composition of 10	• Composition of odd numbers • Composition of 7 • Composition of 9 • Composition of 11-19 as '10 and a bit' • Compare numbers within 20	• Doubling numbers to 10 • Composition of 20 • Addition and subtraction within 20 • Doubles/near doubles	• Add 3 numbers • Add 2 numbers by 'bridging through 10' • Subtract by 'bridging through 10'	• Connect the order of multiples of 10 to the order of numbers within 10 • Connect missing addend problems to subtraction problems • Subtract across the 10 boundary • Subtracting within 20 • Composition of 20	• Reason about expressions and equations • Consolidate doubles and near doubles • Develop fluency in bonds within 10 and apply this to calculations within and across the 10-boundary

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Maths 2025-2026

Year 3						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 1**
WRH	• Place Value • Addition & Subtraction • Multiplication & Division		• Multiplication & Division • Length & Perimeter • Fractions • Mass & Capacity		• Fractions • Money • Time • Shape • Statistics • Consolidation	
NCETM MN **Y2 materials**	• Doubling numbers to 10, using the '5 and a bit' structure. • Apply knowledge of facts within 10 to addition and subtraction within 20 within the 10s boundary. • Use knowledge of doubles to calculate near doubles. • Add 3 numbers using known facts. • Add 2 numbers by bridging through 10. • Subtract by bridging through 10.	• Consolidate understanding of subtracting by bridging through 10. • Connect missing addend problems to subtraction problems. • Subtract across the 10 boundary. • Subtracting within 20 using a range of strategies. • Consolidate doubles and near doubles. • Develop fluency in addition calculations.				

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Maths 2025-2026

Year 4						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 1**
WRH	• Place Value • Addition & Subtraction • Area • Multiplication & Division		• Multiplication & Division • Length & Perimeter • Fractions • Decimals		• Decimals • Money • Time • Shape • Statistics • Position & Direction	
NCETM MN	• Consider 'many as 1' - seeing that a 'unit' can represent more than 1 • Sort and classify factors and products using multiplicative number sense • Recap doubles • Recap × 10 and × 5 (connect to halving and doubling) • Explore square numbers • Use the distributive property to explore the facts in the 11- and 12-times table • Use the distributive property to explore the facts in the 9 times table. • Use the commutative property of multiplication to reorder factors to reduce the number of facts that need to be learnt and start to explore the core multiplication facts table (CMF).		• Sort and classify factors and products using multiplicative number sense • Practice retrieving multiplication facts using the oral pattern • Know all the core multiplication facts and those related to the 11- and 12-times table • Represent the structure of a Maths story.		• Practice retrieving multiplication facts using the oral pattern. Sort and classify factors and products using multiplicative number sense • Connect multiplicative contexts to writing and interpreting equations and connect multiplication equations, and multiplication equations with a missing factor, to division, knowing that the product in a multiplication equation is equivalent to the dividend in the corresponding division equation.	

Langford Village CP School
Whole School Curriculum Map

Maths 2025-2026

Year 5						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 1**
WRH	• Place Value • Addition & Subtraction • Multiplication & Division • Fractions		• Multiplication & Division • Fractions • Decimals & Percentages • Perimeter & Area • Statistics		• Shape • Position & Direction • Decimals • Negative numbers • Converting units • Volume	
NCETM MN **Y4 materials**	• Consider 'many as 1' - seeing that a 'unit' can represent more than 1 • Sort and classify factors and products using multiplicative number sense • Recap doubles • Recap × 10 and × 5 (connect to halving and doubling) • Explore square numbers • Use the distributive property to explore the facts in the 11- and 12-times table • Use the distributive property to explore the facts in the 9 times table. • Use the commutative property of multiplication to reorder factors to reduce the number of facts that need to be learnt and start to explore the core multiplication facts table (CMF).		• Sort and classify factors and products using multiplicative number sense • Practice retrieving multiplication facts using the oral pattern • Know all the core multiplication facts and those related to the 11- and 12-times table • Represent the structure of a Maths story.		• Practice retrieving multiplication facts using the oral pattern. Sort and classify factors and products using multiplicative number sense • Connect multiplicative contexts to writing and interpreting equations and connect multiplication equations, and multiplication equations with a missing factor, to division, knowing that the product in a multiplication equation is equivalent to the dividend in the corresponding division equation.	

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Maths 2025-2026

Year 6						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 1**
WRH	• Place Value • Addition, subtraction, multiplication and division • Fractions • Converting units • Ratio		• Algebra • Decimal • Fractions, decimals percentage • Area, perimeter volume • Statistics		• Shape • Position and direction • SATS week • Consolidation of KS2 Maths, Problem Solving Investigations and preparation for KS3	
NCETM MN						