



Maths Curriculum and Progression of Skills 2025 - 2027

At Lympsham CofE Academy our Maths Curriculum is delivered through two primary resources, derived from the National Centre for Excellence of the Teaching for Mathematics (NCETM). *Curriculum Prioritisation* and *Mastering Number* approach are used throughout our Early Years and KS1 & KS2 phases.

Curriculum Prioritisation

The NCETM Curriculum Prioritisation in Primary maths guidance provides coherent sequencing for the primary maths curriculum. It draws together the DfE guidance on curriculum prioritisation, with the high-quality professional development and classroom resources provided by the NCETM Primary Mastery PD materials.

Class planning is structured to follow the suggested units as detailed explicitly via the link below:

https://www.ncetm.org.uk/media/y2di0nmn/cp-overview-years-1-6_08122021.pdf

An example Year 1 Map can be found below:

Year 1		
1	Previous Reception experiences and counting within 100 1NPV-1 Count within 100, forwards and backwards, starting with any number. 1.9 Composition of numbers: 20-100	Number and place value
2	Comparison of quantities and part-whole relationships 1NPV-1 Count within 100, forwards and backwards, starting with any number. 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. 1.1 Comparison of quantities and measures 1.2 Introducing 'whole' and 'parts': part-part-whole	Number facts
3	Numbers 0 to 5 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1.3 Composition of numbers: 0-5	Addition and subtraction
4	Recognise, compose, decompose and manipulate 2D and 3D shapes 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. 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Multiplication and division
5	Numbers 0 to 10 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1.4 Composition of numbers: 6-10	Fractions
6	Additive structures 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. 1.5 Additive structures: introduction to aggregation and partitioning 1.6 Additive structures: introduction to augmentation and reduction	Geometry
		Other

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Both are available online

7	Addition and subtraction facts within 10 • 1NF-1 Develop fluency in addition and subtraction facts within 10. • 1.7 Addition and subtraction: strategies within 10
8	Numbers 0 to 20 • 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$. • 1.10 Composition of numbers: 11-19
9	Unitising and coin recognition • 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. • 2.1 Counting, unitising and coins
10	Position and direction • This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.
11	Time • This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.

Mastering Number:

This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 4. The aim over time is that children will leave Year 4 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 and KS2 to support success in the future.

Mathematical Intent:

- All children to enjoy the teaching of and learning about Maths, irrespective of ability
- All children receive quality first teaching standards which suit their needs and abilities
- All children feel supported through the use of concrete, pictorial and abstract resource
- All children gain confidence and a self-belief, which inspires them to enquire and challenge maths concepts
- All children gain confidence and precision with the recall of number fluency facts for their relevant age and stage.

Mathematical Implementation:

- Use engaging and positive language which encourages the children to try their best
- All teaching staff and support staff show passion and enthusiasm throughout the teaching of our maths curriculum
- Explore further training opportunities to equip staff adequately
- Maths lead to attend further maths training, ensuring a strategic oversight of Maths across the school
- Equip and resource each class with the necessary aids to support all learners
- Use NCETM curriculum planning to ensure a broad and varied curriculum across the academic year

- Provide opportunities for problem solving and reasoning skills to be developed outside the teaching of fluency skills
- Use high quality teaching strategies to plan and differentiate tasks to meet the needs of all learners including the use of intervention and adapted teaching resources where appropriate.
- Provide opportunities for extended learning to be achieved at home through the support of parent participation.

Teaching for Mastery

The curriculum prioritisation resource is designed to support a mastery approach to teaching and learning and have been designed to support the aims and objectives of the National Curriculum following the gaps in skills and knowledge identified following the global pandemic.

Lesson design

Lesson design links to prior learning to ensure all can access the new learning and identifies carefully sequenced steps in progression to build secure understanding.

Examples, representations and models are carefully selected to expose the structure of mathematical concepts and emphasise connections, enabling pupils to develop a deep knowledge of mathematics.

Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.

It is recognised that practice is a vital part of learning, but the practice must be designed to both reinforce pupils' procedural fluency and develop their conceptual understanding.

Mathematical Impact:

Assessment

1. Summative/reported – Termly Testbase Standardisation (Y2 – Y4), Multiplication Times Table check- termly reporting
2. Summative/ diagnostic – Ready to Progress, end of unit assessments.
3. Formative / ongoing – Conferencing Feedback through peer talk and adult to peer conferencing.

Prior & Post learning – informs future planning, demonstrates progress in books, celebrates effort and achievement.

Standardisation: Testbase Y2 – Y4

End of key stage assessments, national MTC

Moderation: Lymsham and East Brent CofE Academies and Wessex Learning Trust