



Hopton C of E Primary Academy Maths LTP

Autumn Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
WR Reception	Getting to know you Baseline Counting (1:1) correspondence & say the correct number to finish (cardinal principle) Can count aloud in order Counting things other than objects – movements / sounds etc.			Match Sort & Compare			Talk about measure & Patterns	
MN Reception	Baseline			Week 1 – perceptual subitising	Week 2 – the purpose of counting	Week 3 – Composition of numbers 3 & 4	Week 4 – Subitising within 4 (conceptual)	Week 5 – Comparison of quantities More than / fewer than
White Rose Y1/2	Place Value (within 10)			Addition and Subtraction (within 20)			Place Value (within 100)	
MN Year 1	Recap and Review activities. Introducing the rekenrek			Week 1 – composition of 5	Week 2 – composition 6,7,8,9	Week 3 – composition 6,7,8,9	Week 4 – Comparison of objects, sets of objects	Week 5 – Counting, ordinality & cardinality
MN Year 2	Week 1 - Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'			Week 2 – Compare numbers within 10 using	Week 3 – Focus on odd/ even parts when even numbers are	Week 4 – Focus on the composition of 6 Identify missing	Week 5 – Focus on the composition of 8 Use 2-by-4 grid and the rekenrek	Week 6 - Focus on the composition of 10



		language of comparison when comparing sets of objects and numbers Use the inequality and equals symbols in expressions and equations	composed of 2 parts, including when 2 parts are equal (doubles)	addends and complete missing symbols expressions and equations using the equals or inequality symbol	to find all the ways that 8 can be composed Apply to expressions and equations	Use 2-by-5 grid (10- frame) and the rekenrek to find all the ways that 10 can be composed Apply to expressions and equations
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Autumn Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
WR Reception	It's Me 1 2 3		Circles & Triangles	1, 2, 3, 4,5		Shapes with 4 side	
MN Reception	Week 6 – Counting, ordinality and Cardinality Counting to find out 'how many'; 1:1 correspondence; deepening understanding of 5 as a quantity' representing 5	Week 7 – Comparison. Compare number of objects in 2 sets	Week 8 – Composition. Explore by focusing on the preliminary skills: the concept of 'wholes' and 'parts'.	Week 9 – Composition of 3, 4 & 5. Composing and de-composing numbers, begin to recognise that 3, 4 and 5 can be made by combining	Week 10 –purpose of counting, find out 'how many' objects, revisit the concept of 1:1 correspondence, develop understanding of the concept of cardinality, explore verbal counting to larger numbers.	Week 11 – Subitising. Complex arrangements, represent quantities in different ways, symbolic representation & using number track	Review



				parts in different ways			
White Rose Y1/2	Place Value (within 100)				Shape		Recap and consolidation
MN Year 1	Week 6 – composition (doubles)	Week 7 – composition (odd & even numbers)	Week 8 – composition of 6	Week 9 – Composition of 8	Week 10 – Composition of 10	Week 11 – Counting, cardinality & ordinality	Review
MN Year 2	Week 7 - Focus on the composition of odd numbers including being made of 2s and 1 more, or 1 odd part and 1 even part	Week 8 - Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed	Week 9 – Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed Apply knowledge to expressions and	Week 10 – Focus on the composition of the numbers 11 to 19 as '10 and a bit' Apply to missing addend equations	Week 11 – Compare numbers within 20 Use proportional reasoning to identify the position of numbers within 20 in the linear number system, using midpoints of 5, 10 and 15	Review	Review

Spring Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
WR Reception	Alive in 5		Mass & capacity	Growing 6 7 8		Length, height & time



MN Reception	Week 12 – purpose of counting. Stable order principle – rehearsing the order of the first 5 numbers, understanding the position each number holds in our number sequence does not change.	Week 13 – Composition of 5, deepen understanding of a ‘whole’ being made up of smaller parts through practical experience	Week 14 – Composition, exploring ways to represent numbers using the Hungarian number pattern	Week 15 – Comparison, focus exclusively on the numerosity of sets, notice when quantities are equal or unequal, begin to consider how they can manipulate the number of objects in 2 sets to make them equal.	Week 16 – purpose of counting, consolidate the ‘stable order principle’	Week 17 – Comparison, more than/less than, developing own mental number line
White Rose Y1/2	Addition and Subtraction (within 100)				Multiplication and Division	
MN Year 1	Week 12 – Composition of 7	Week 13 – Composition of 9	Week 14 – Composition within 10 (odd & even)	Week 15 – Composition (part/whole)	Week 16 – Composition (partitioning)	Week 17 – Composition (partitioning of 6)
MN Year 2	Week 12 – Focus on doubling numbers to 10, using the ‘5 and a bit’ structure to double 6, 7, 8 and 9	Week 13 – Focus on the composition of 20 Use known facts within 10 to find missing parts of 20 when the known part is greater than 10	Week 14 – Apply knowledge of facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary	Week 15 – Use knowledge of doubles to calculate near doubles See that near doubles are adjacent numbers See that the sum in a near double is odd	Week 16 – Develop understanding of near doubles Identify different strategies for near doubles, doubling the smaller addend and adding 1 or the larger	Review



					addend and subtracting 1	
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Spring Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
WR Reception	Building 9, 10			Explore 3D shapes	
MN	Week 18 – Composition, investigating numbers within 7	Week 19 – Subitising, develop visualising skills, perceptual subitising skills, build understanding of equal amounts, investigate equal groups.	Week 20 – Composition, practical contexts to sort objects according to different criteria.	Week 21 – Purpose of counting, develop confidence in counting strategies, including counting on from different starting numbers.	Week 22 – Subitising, ongoing development of visualising skills: looking carefully at structured arrangements, such as those shown on dice and 10-frames, spatial language
White Rose Y1/2	Multiplication and Division		Length and Height		Statistics
MN Year 1	Week 18 - Number facts & arithmetic (1 more/1less)	Week 19 - Number facts & arithmetic (build on week 18)	Week 20 – Number facts & arithmetic (subtraction within 10)	Week 21 - Number facts & arithmetic (subtraction within 10 continued)	Week 22 – Composition (numbers 11-15)
MN Year 2	Week 17 - Add 3 numbers using known facts - identifying bonds of 10 and knowledge of the	Week 18 - Add 2 numbers by 'bridging through 10'	Week 19 - Consolidate understanding of adding 2 numbers by 'bridging through 10' Solve missing addend problems	Week 20 – Subtract by 'bridging through 10'	Week 21 -Consolidate understanding of subtracting by 'bridging through 10'



	composition of 11 to 19 as '10 and a bit'				
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Summer Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
WR Reception	To 20 and beyond		How many now?	Manipulate, compose & decompose	
MN Reception	Week 23 – Composition, visualising/using spatial language to describe the groups within 5, explore and make links between different, increasingly abstract, representations of the numbers within 5.	Week 24 – Composition, develop understanding of the composition of numbers to 10 using different representations, deepen understanding of a 'whole' being made up of smaller parts	Week 25 – Comparison, build on skills in comparing attributes and quantities, and focus exclusively on ordinality: considering where numbers to 10 are in relation to each other.	Week 26 – Subitising on a Rekenrek	Week 27 – Comparison, Assess against ELG
White Rose Y1/2	Money		Fractions		
MN Year 1	Week 23 - Counting, ordinality and cardinality (numbers 10-15)	Week 24 - Number facts & arithmetic (expressions & equations)	Week 25 – Number facts & arithmetic (first,now,then)	Week 26 – Composition 6,7,8,9	Week 27 – Composition 11-19
MN Year 2	Week 22 - Connect the order of multiples of 10 to the order of numbers within 10 Use proportional reasoning to identify the position of numbers within 100 in the linear number system	Week 23 - Connect missing addend problems to subtraction problems	Week 24 - Subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10	Week 25 – Practise subtracting within 20, selecting from a range of strategies See that all subtractions	Week 26- Focus on the composition of 20 Use known facts within 10 to find missing part of 20 when



				can be solved by thinking of how a number is composed and identifying the missing part	the known part is less than 10
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Summer Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
WR Reception	Sharing & grouping		Visualise, build & map		Make connections	
MN Reception	Week 28 – Counting Assess against ELG	Week 29 – Composition Assess against ELG	Week 30 – Patterns & Recall	Week 31 – Patterns & Recall	Consolidation	
White Rose Y1/2	Time			Mass, Capacity and Temperature	Position and Direction	
MN Year 1	Week 28 – Number facts & arithmetic (subtraction within 10)	Week 29 – Number facts & arithmetic (represent addition & subtraction equations)	Week 30 – composition of numbers when adding and subtracting	Week 31 – composition of numbers when adding and subtracting	Consolidation	
MN Year 2	Week 27 - Use knowledge of	Week 28 – Use knowledge of	Week 29 – Consolidate	Week 30 - Develop fluency in bonds within 10 and apply this to calculations within and across the	Week 31 - A range of 6 sessions	



	composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations	composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations	understanding and develop fluency in transforming addition calculations involving two adjacent odd or two adjacent even numbers into a double	10-boundary using a range of optional activities	providing optional activities to provide practice and opportunities for assessment
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Year 3/4 – 2026/27 NCETM Cycle A

Autumn 1	Adding and Subtracting across 10 (Year 3, 2 weeks)		Numbers to 1000 (Year 3, Unit 1., 5 weeks)		
Autumn 2	Numbers to 1000 (Year 3, Unit 2, 2 weeks)		Recap and consolidation (1 week)	Numbers to 10,000 (Year 4, Unit 2, 4 weeks)	
Spring 1	Numbers to 10,000 (Year 4, Unit 2 1 week)	Column Addition (Year 3 unit 7 and Year 4, unit 1 – 2 weeks)		Column subtraction (Year 3 unit 7 and Year 4, Unit 1 – 1 week)	Recap and consolidation (1 week)
Spring 2	3, 6, 9 times tables (Year 4, unit 4 – 4 weeks)		7 times tables and patterns (Year 4, Unit 4, 2 weeks)		Recap and consolidation (1 week)



Summer 1	Review of fractions (Year 4, unit 8 – 1 week)	Unit Fractions (Year 3, Unit 8 – 1 week)	Non unit fractions (Year 3, unit 9 – 1 week)	Fractions greater than 1 (Year 4, unit 9 – 2 weeks)		Recap and consolidation (1 week)
Summer 2	Fractions greater than 1 (Year 4, unit 9 – 2 weeks)		Parallel and perpendicular sides in polygons (Year 3, unit 10 – 2 weeks)		Symmetry in 2D shapes (Year 4, unit 10 – 1 week)	Recap and consolidation (1 week)

Year 3/4 – 2067/28 NCETM Cycle B

Autumn 1	Adding and Subtracting across 10 (Year 3, Unit 1, 2 weeks)		Numbers to 1000 (Year 3, Unit 3, 2 weeks)		Manipulating the additive relationship and securing mental calculation (Year 3, Unit 4 – 3 weeks)	
Autumn 2	Manipulating the additive relationship and securing mental calculation (Year 3, Unit 4 – 1 weeks)	Column Addition (Year 3 Unit 5 and Year 4 Unit 1 – 2 weeks)	Column Subtraction (Year 3 Unit 7 and Year 4 Unit 1 – 1 week)	2, 4, 8 times tables (Year 3, Unit 6 – 3 weeks)		
Spring 1	Understanding and manipulating multiplicative relationships (Year 4, Unit 6 – 5 weeks)				Recap and consolidation (1 week)	



Spring 2	Unit Fractions (Year 3, Unit 8 – 5 weeks)			Non-unit fractions (Year 3 – Unit 9 – 1 week)
Summer 1	Non-unit fractions (Year 3 – Unit 9 – 3 weeks)	Fractions greater than 1 (Year 4, Unit 9 – 2 weeks)	Right angles (Year 3, unit 3 – 2 weeks)	
Summer 2	Perimeter (Year 4, Unit 3 – 2 weeks)	Coordinates (Year 4, Unit 7 – 2 weeks)	Time (Year 3 – Unit 11 – 1 week)	Division with Remainders (Year 4+Unit 12 – 2 weeks)

Year 5/6 – 2026/27 NCETM Cycle B

Implementation year only – ensure coverage of:

Year 6 Unit 14: Draw, compose and decompose shapes

6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.

Autumn 1	Calculating using knowledge of structures (1) (Year 6, Unit 1 – 4 weeks)	Multiples of 1000 (Year 6 – Unit 2 – 1 week)	Numbers up to 10,000,000 (Year 6, Unit 3, 2 weeks)
Autumn 2	Decimal fractions (Year 5, Unit 1 – 2 weeks)	Fractions (Year 5, Unit 8 – 2 weeks)	Multiplication and division (Year 6, Unit 5 – 3 weeks)
Spring 1	Multiplication and division (Year 6, Unit 5 – 1 week)	Area, Perimeter, Position and Direction (Year	Fractions and Percentages (Year 6, Unit 7 – 3 weeks)



		6, Unit 6 – 2 weeks)			
Spring 2	Fractions and Percentages (Year 6, Unit 7 – 2 weeks)		Statistics (Year 6, Unit 8 – 2 weeks)		Ratio and Proportion (Year 6, Unit 9 – 2 weeks)
Summer 1	Revision for KS2 SATS (including content from Cycle B and light touch converting units of measure and angles) (4 weeks)			KS2 SATS (1 week)	Mean Average (Year 6, Unit 13 – 1 week)
Summer 2	Draw, compose and decompose shapes (Year 6, Unit 4 – 2 weeks)	Calculating using knowledge of structures (2) (Year 6, Unit 10 – 2 weeks)	Solving problems with two unknowns (Year 6, Unit 11 – 1 week)	Order of operations (Year 6, Unit 12 – 2 weeks)	
Ongoing Units	Negative numbers (NCETM Year 5, Unit 3) 1.27 Negative numbers: counting, comparing and calculating This unit should be applied in context, where appropriate and at the teacher's discretion, throughout Year B. This unit is taught in full for all pupils in Year A.				

Year 5/6 – 2027/28 NCETM Cycle A

Autumn 1	Decimal fractions (Year 5, Unit 1 – 5 weeks)		Money (Year 5 – Unit 2 – 2 weeks)
Autumn 2	Negative Numbers (Year 5, Unit 3 – 2 weeks)	Short Multiplication and Short Division (Year 5, Unit 4 – 4 weeks)	Recap and consolidation (1 week)
Spring 1	Multiplication and Division (long multiplication and long division only) (Year 6, Unit 5 – 2 weeks)	Fractions (Year 5, Unit 8 – 3 weeks)	Fractions (Year 5, Unit 8 – 2 weeks)
Spring 2	Fractions and Percentages (Year 6, Unit 7 – 1 week)	Calculating with Decimal Fractions (Year 5, Unit 6 – 3 weeks)	Area and Scaling (Year 5, Unit 5 – 2 weeks)



Summer 1	Revision for KS2 SATS (including content from Cycle B and light touch converting units of measure and angles) (4 weeks)		KS2 SATS (1 week)	Factors, multiples and primes (Year 5, Unit 7 – 1 week)											
Summer 2	Factors, multiples and primes (Year 5, Unit 7 – 2 weeks)	Converting units (Year 5, Unit 9 – 2 weeks)	Angles (Year 5, Unit 10 – 3 weeks)												
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