EASTFIELD PRIMARY SCHOOL

Maths Curriculum Overview

NCETM Curriculum Prioritisation | Years 1-6 | 2026/27

The NCETM Curriculum Prioritisation materials provide coherent sequencing across the primary maths curriculum. Suggested unit lengths are approximate; teachers should adapt timing in response to pupils' prior learning and needs. Please see EYFS pages for details of their maths curriculum.

Year 1

Unit	NCETM unit	Suggested time
1	Previous Reception experiences and counting within 100	7 weeks
2	Comparison of quantities and part-whole relationships	3 weeks
3	Numbers 0 to 5	2 weeks
4	Recognise, compose, decompose and manipulate 2D and 3D shapes	3 weeks
5	Numbers 0 to 10	3 weeks
6	Additive structures	4 weeks
7	Addition and subtraction facts within 10	3 weeks
8	Numbers 0 to 20	4 weeks
9	Unitising and coin recognition	5 weeks
10	Position and direction	1 week
11	Time	2 weeks

Planning note: Keep the NCETM sequence, while using formative assessment and professional judgement to adjust pacing and address gaps in foundational knowledge.

Year 2

Unit	NCETM unit	Suggested time
1	Numbers 10 to 100	4 weeks
2	Calculations within 20	3 weeks
3	Fluently add and subtract within 10	1 week
4	Addition and subtraction of two-digit numbers (1)	2 weeks
5	Introduction to multiplication	7 weeks
6	Introduction to division structures	2 weeks
7	Shape	2 weeks
8	Addition and subtraction of two-digit numbers (2)	3 weeks
9	Money	1 week
10	Fractions	2 weeks
11	Time	1 week
12	Position and direction	1 week
13	Multiplication and division - doubling, halving, quotitive and partitive division	3 weeks
14	Sense of measure - capacity, volume, mass	2 weeks

Planning note: Keep the NCETM sequence, while using formative assessment and professional judgement to adjust pacing and address gaps in foundational knowledge.

Year 3

Unit	NCETM unit	Suggested time
1	Adding and subtracting across 10	2 weeks
2	Numbers to 1,000	10 weeks
3	Right angles	2 weeks
4	Manipulating the additive relationship and securing mental calculation	4 weeks
5	Column addition	2 weeks
6	2, 4, 8 times tables	3 weeks
7	Column subtraction	1 week
8	Unit fractions	5 weeks
9	Non-unit fractions	4 weeks
10	Parallel and perpendicular sides in polygons	2 weeks
11	Time	1 week

Planning note: Keep the NCETM sequence, while using formative assessment and professional judgement to adjust pacing and address gaps in foundational knowledge.

Year 4

Unit	NCETM unit	Suggested time
1	Review of column addition and subtraction	3 weeks
2	Numbers to 10,000	5 weeks
3	Perimeter	2 weeks
4	3, 6, 9 times tables	4 weeks
5	7 times table and patterns	2 weeks
6	Understanding and manipulating multiplicative relationships	5 weeks
7	Coordinates	2 weeks
8	Review of fractions	1 week
9	Fractions greater than 1	5 weeks
10	Symmetry in 2D shapes	2 weeks
11	Time	1 week
12	Division with remainders	2 weeks

Planning note: Keep the NCETM sequence, while using formative assessment and professional judgement to adjust pacing and address gaps in foundational knowledge.

Year 5

Unit	NCETM unit	Suggested time
1	Decimal fractions	5 weeks
2	Money	2 weeks
3	Negative numbers	2 weeks
4	Short multiplication and short division	6 weeks
5	Area and scaling	5 weeks
6	Calculating with decimal fractions	3 weeks
7	Factors, multiples and primes	4 weeks
8	Fractions	7 weeks
9	Converting units	2 weeks
10	Angles	3 weeks

Planning note: Keep the NCETM sequence, while using formative assessment and professional judgement to adjust pacing and address gaps in foundational knowledge.

Year 6

Unit	NCETM unit	Suggested time
1	Calculating using knowledge of structures (1)	6 weeks
2	Multiples of 1,000	2 weeks
3	Numbers up to 10,000,000	4 weeks
4	Draw, compose and decompose shapes	2 weeks
5	Multiplication and division	4 weeks
6	Area, perimeter, position and direction	2 weeks
7	Fractions and percentages	6 weeks
8	Statistics	1 week
9	Ratio and proportion	2 weeks
10	Calculating using knowledge of structures (2)	1 week
11	Solving problems with two unknowns	2 weeks
12	Order of operations	1 week
13	Mean average	1 week

Planning note: Keep the NCETM sequence, while using formative assessment and professional judgement to adjust pacing and address gaps in foundational knowledge.