

How does this document work?

The aim of this document is to give an at-a-glance guide to how the White Rose Maths curriculum links to the Key Stage 1 and 2 National Curriculum, and how it progresses through topics.

In each of the major topic areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas. For each of these areas, you can then see which NC objectives are covered in that year, together with the term and block in which that objective is first met in the White Rose Maths schemes.

These are the NC objectives. In our schemes these are broken down into the small steps.

Primary Progression – Place Value						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Count numbers to 100 in increments of one to establish a base, five and ten).	count in steps of 2, 5, and 10 from 0, and in tens from any number, forwards and backwards	count from 0 to 1000 in increments of 10, 100 and 1000 (Use 1000 more or less than a given number)	count from 0 to 1000 in increments of 10, 100 and 1000 (Count backwards through one to 1000, and then on to 10000)	count from 0 to 10000 in increments of 10, 100 and 1000 (Count backwards through one to 10000, and then on to 100000)	count from 0 to 100000 in increments of 10, 100 and 1000 (Count backwards through one to 100000, and then on to 1000000)
Place Value: Represent	identify and represent numbers using objects in all contexts (Represent numbers to 100 in increments of one, five and ten, and use 100 to represent 10 tens)	identify and represent numbers using objects in all contexts (Represent numbers to 100 in increments of one, five and ten, and use 100 to represent 10 tens)	identify, represent and estimate numbers using different representations (Represent numbers up to 1000 in increments of 10, 100 and 1000, and use 1000 to represent 10 hundreds and 10 tens)	identify, represent and estimate numbers using different representations (Represent numbers up to 10000 in increments of 10, 100 and 1000, and use 10000 to represent 10 thousands and 10 hundreds)	identify, represent and estimate numbers using different representations (Represent numbers up to 100000 in increments of 10, 100 and 1000, and use 100000 to represent 10 thousands and 10 hundreds)	identify, represent and estimate numbers using different representations (Represent numbers up to 1000000 in increments of 10, 100 and 1000, and use 1000000 to represent 10 thousands and 10 hundreds)

Where this objective appears in our schemes of learning.

Who is it for?

This progression will help:

- **Class teachers** – for each topic, teachers will be able to see exactly what they are meant to cover in their year group, but also what they can expect students to have covered in the previous year (Y2 to 6) , and where the learning continues next year (Y1 to 5)
- **Maths subject leaders and senior leaders**– the progression provides an overview of the whole primary phase so leaders can clearly see how topics are developed over time. They will also be aware of when topics are taught and what resources may be needed across the school at particular times.

When are topics revisited?

The White Rose Maths curriculum is a cumulative curriculum, so that once a topic is covered it is met many times again in other contexts – often so many that listing them all is impractical. For example, place value is always covered in Autumn 1 but revisited within addition and subtraction, multiplication and division etc. We are also adding “Flashback Four” to our premium resources to support teachers with spaced repetition of key topics throughout and between years.