

Maths

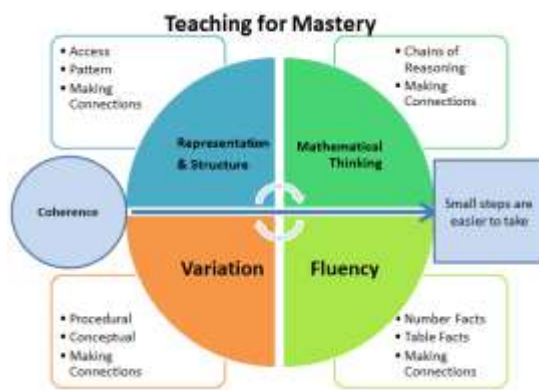
“Come now, and let us reason together,” **Isaiah 1:18**

At St Meriadoc CofE Infant Academy our Maths Curriculum follows the EYFS Statutory Framework and the National Curriculum. Our school ethos celebrates all aspects of school life and endeavours to provide positive experiences for all pupils. This is reflected in our vision and mission statements.

At St Meriadoc CofE Infant Academy, we believe that Maths should be fun, clear and challenging; we want every child to leave St Meriadoc CofE Infant Academy with a love of Maths, a mastery of skills and a deep grounding in the basics needed to progress.

We aim to develop the children’s understanding, so they can not only apply fluency and speed to their mathematics, but also a deepened comprehension of how maths works; enabling them to be able to develop their mathematical reasoning skills, make connections between ideas and make informed and appropriate choices about the methods they wish to use (mental or written) to solve mathematical problems efficiently and effectively.

All teachers have developed their knowledge through Power Maths PD training and the cascading of CPD by the Maths Lead, from the Code Maths Hub Teacher Research Groups (Subject Leader update meetings, Maths Mastery, Embedding Maths Mastery, Sustaining Mastery and Early Years TRGs). Our Maths Lead is a Primary Maths Mastery Specialist. The Early Years Conference on Early Years Maths has also influenced our way of delivering maths in the Early Years in 2019-2020, with research by Dr Sue Gifford, University of Roehampton. Two teachers also went on a 3 Day course for Maths – No Problem! based on Maths Mastery and Deepening Thinking in 2017.



Maths Calculation Policies on our school website (Power Maths):

Reception: <https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=385&type=pdf>

KS1: <https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=384&type=pdf>

Our Junior Academy has a KS2 version of the calculation Policy.

Non-negotiables on our school website

Skills progression from EYFS to KS1 – curriculum objectives: <https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=425&type=pdf>

Mental Mathematics: <https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=424&type=pdf>

Maths in the Early Years



At St Meriadoc CofE Infant Academy, we believe that spending as much time as possible with concrete objects and pictorial representations (through the CPA approach described below) will help our young learners master number skills. We believe that if learners develop a deep understanding of numbers to 10 by the end of Reception, the chances of children understanding numbers beyond significantly increase (the statutory EYFS curriculum 2021 and its ELGs reflect number bonds and their importance).

Each Early Years classroom has a dedicated Maths Area, equipped with a wide range of mathematical based resources which are rotated on a regular basis to match the weekly/current focus. However, mathematical play is encouraged throughout the rooms and outdoor areas by all members of staff. Maths is incorporated into daily routines throughout the day, such as during the registers, using pennies to pay for snack in a tens frame, during cooking activities and voting for a story to be read and comparing results using the language of 'more' and 'less'. Staff work hard to develop children's mathematical language skills, modelling specific vocabulary through play opportunities; a focus of our school's Blossom Curriculum Vocabulary Strategy. A storybook approach has proven to be

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a highly successful way to relate maths into everyday contexts which the children can relate to and talk about. Numberblocks episodes are brought to life by using cubes of the same colour within play, for example, to find one more by adding a red cube (the red cube is a character for number 1 in the series).

Power Maths is used in Reception daily and the children record in their practice books twice a week as part of the lesson.

Planning is informed by the DFE Development Matters document, Birth to 5 Matters and the NCETM Progression of skills for the six main areas of maths: Counting, Cardinality, Comparison, Composition, Shape and Space, Pattern and Measures.

The CPA Approach explained:



C is for concrete

Concrete is the “doing” stage. During this stage, pupils use concrete objects to model problems. Unlike traditional maths teaching methods where teachers demonstrate how to solve a problem, the CPA approach brings concepts to life by allowing children to experience and handle physical (concrete) objects.

Spending time with real-life objects

The theorist [Jerome Bruner](#) (1966) stresses the importance of children spending time learning maths through tangible items. Spending lots of time using real-life objects, solving real-life problems, and manipulating abstract concrete objects (when ready) such as cubes and counters is essential in the early years.

Our Early Years classes love counting out fruit for snack time, comparing, sorting and counting a range of different buttons, pine cones, and even ‘magic beans’ linked to our topics.

Supporting a mastery mindset

When children can confidently solve problems and count using concrete objects, they can then progress to pictorial representations, and finally to more abstract numbers. It may be as simple as sharing food between a group of dolls in the home corner. Is there enough for every doll to have an equal amount? How do you know? Is there any left over? Why?

How to use number frames

Giving children time to understand numbers is key. Introducing five frames in nursery and playing key songs such as five currant buns (with children physically standing in a large five frame) allows us to progress to introducing ten frames in Reception and building on their prior knowledge of number.

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Supporting a mastery mindset

Ten frames are used in provision in a number of ways. For example, in Reception class, they begin by showing the amount of different numbers on a ten frame. Once they are confident, they start to explore the ways of making different number bonds for example, how many ways can we make 10?

P is for pictorial

Pictorial is the 'seeing' stage. Here, visual representations of concrete objects are used to model problems. This stage encourages children to make a mental connection between the physical object they just handled and the abstract pictures, diagrams, or models that represent the objects from the problem.

How to use the part-whole model in Reception

Reception children at St Meriadoc CofE Infant Academy explore the part-whole model ('Cherry Model'). They do this by focusing on different ways of making a number, for example, how many ways can you make 5?

Supporting a mastery mindset

Teacher provide children with real-life objects (e.g painted pebbles) to manipulate in a large-scale part-whole model made of hoops on the floor first. This really helps with understanding before moving onto counters and other objects.

How to introduce pictorial images

Once children are confident using a part-whole model with concrete resources, teachers begin to introduce pictorial images. For instance, placing three pictures of flowers in one part and two pictures of flowers in the other part. Teachers ask the children to visualise 3 and 2 coming together to make 5 in the 'whole'. They encourage children to draw the amount of the missing part-whole model using a whiteboard pen on laminated part-whole diagram mats ('Cherry models') which can simply rub off again.

Supporting a mastery mindset

Teachers provide children with pictorial images on ten frames to encourage children to count and match to the numbers shown. Showing children pictorial images of ten frames and letting them represent it on their own ten frame with cubes helps learners transition from the concrete methods to understanding the pictorial methods too.



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These small steps in the early years build skills to solve abstract concepts like missing number problems and equations. Early learners spend as much time as they need to visualise and understand numbers before moving onto the abstract concepts. Once a child gathers mathematical understanding, everything else follows.

A is for Abstract

Children begin to learn how to record their maths using numerals to represent their thinking. They sing number formation songs to help with formation and practise by using tracing resources such as formation whiteboards and magnetic number writing boards. They play games with opportunities for recording, such as a skittle game outside and recording scores on the board for each player. Teachers model the abstract representation alongside concrete and pictorial representations throughout the year so that children make the connection between them. They are also introduced to the addition, subtraction and equals symbols and are encouraged to use them when they are confident to do so.

References

<https://mathsnoproblem.com/blog/teaching-tips/early-years-maths-mastery-introducing-cpa-approach/>

Bruner, J. (1967). Toward a theory of instruction. Cambridge, Mass.: Belknap Press.

Haylock, D. and Cockburn, A. (2003). Understanding mathematics in the lower primary years. London: Paul Chapman.

EYFS Parent Information

Blossom Curriculum Vocabulary Strategy: https://www.st-meriadoc-inf.cornwall.sch.uk/_site/data/files/users/curriculum/B984DF07664E4F4ACB503D145501436D.pdf

Early Education: Learning Together Series – Maths is Everywhere:

https://www.st-meriadoc-inf.cornwall.sch.uk/_site/data/files/users/curriculum/2BFD01D0699B5853C1D495DAC44473AD.pdf

Power Maths: <https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=386&type=pdf>

<https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=390&type=pdf>

Numberblocks episodes and games: <https://www.bbc.co.uk/cbeebies/shows/numberblocks>

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Maths in Key Stage 1

This year, across Year 1 – 2, we will continue to be using the Maths – No Problem! scheme of work. It is a highly structured CPA approach to teaching maths and deepens the understanding of all children.

Every Maths - No Problem! lesson is broken down into 5 parts:

1. Anchor Task

Known as the 'In Focus', it begins the lesson, allowing children to tackle a problem relating to the skill they are learning. The problem can generally be solved using a variety of methods, which gives learners different points of entry into the lesson, and opportunity for teachers to assess their knowledge.

2. Journal – Squared Maths books

Children prove their understanding of the task by completing independent journaling, which will either be to explain how they answered the problem, or answer a specific question given in addition to the In Focus, from one of the following categories: descriptive, investigative, creative and evaluative. Their methods are dissected and recorded on the class Working Wall by the teacher, adding reasoning sentence stems to model how their thoughts could be recorded in a written or pictorial way.

3. Let's Learn

A look at the modelled examples provided by the text book allows children to look at mathematical thinking, compare their methods and 'read' maths.

4. Guided Practice

Children are given time to tackle a set of questions that allow them to apply what they have learnt so far, and teachers are able to spend time consolidating the learning for those who need it. The questions are designed with procedural variation, to move the children's learning on each time.

5. Independent Work

Children move onto the workbook when they are ready to work independently from the teacher. Again, procedural variation allows children to apply their knowledge in more difficult questions each time.



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Maths - No Problem! embeds reasoning skills, fluency and problem solving throughout every lesson. It promotes the use of concrete and pictorial resources placing each lesson in context. Using variation of questioning, it builds on pupil's knowledge and understanding, encouraging pupils to make links within their learning.

Pupils work complete work in squared maths books and the Maths No Problem! workbooks. Teachers use the technique of 'Pre-teach' to support learners who may need to revisit pre-skills or to have a mini introduction to a topic before it is taught in the lesson (activities are completed on a yellow border in squared books or carried out practically). Teachers also plan for pupils who may complete the workbook activities by creating blue bordered 'GDS' (Greater Depth) tasks to further challenge them on the topic.

These tasks are often found from the NCTEM and White Rose materials to complement our programme.

NCTEM:

Teaching for Mastery – Year 1 Questions, tasks and activities to support assessment:

https://www.ncetm.org.uk/media/gjpct24/mastery_assessment_y1.pdf

Teaching for Mastery – Year 2 Questions, tasks and activities to support assessment:

https://www.ncetm.org.uk/media/dnobtk14/mastery_assessment_yr2.pdf

White Rose Resources:

KS1: <https://whiterosemaths.com/resources/primary-resources/primary-sols/>



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KS1 Parent information

See the Parent Crib Sheet for more information which is shared with parents/carers about the way we teach Maths at St Meriadoc Infant Academy. It includes the CPA Approach and useful website links.

Power Maths: Power Maths: <https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=386&type=pdf>

<https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=390&type=pdf>

School website links to KIRFs letter and sheets of facts to be sent home:

<https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=78&type=pdf>

<https://www.st-meriadoc-inf.cornwall.sch.uk/attachments/download.asp?file=79&type=pdf>

Times Table Rock Stars/Numbots: <https://play.ttrockstars.com/auth/school/student/30082>

The Maths Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Maths including following the school's robust system for monitoring and assessing subjects.

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Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values, all embodied through our vision of **Let your light shine** and our mission statement:

‘Through enjoyable, memorable learning, supported by our core Christian Values and high expectations, we can aspire to make educated choices in order to flourish to live a rich and fulfilled life.’

Rights and Respect

At St Meriadoc CE Infant Academy, we are proud to teach and promote children’s rights. We learn about our five chosen rights from the United Nations Convention on the Rights of the Child:

A12: Right to a voice	A15: Right to a faith	A28: Right to an education	A29: Right to be the best you can be	A31: Right to relax and play
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Our School Council: Rights Ambassadors support that all children receive their rights across all areas of school life.

In addition to our five school rights, we reference other rights from the convention where appropriate and purposeful links can be made to support learning. Such as in Maths when teaching about carrying out investigations, we may refer to Article 13 – the right to find out things and share what you think with others, by talking, drawing and other methods. As with all areas of the curriculum, when planning, we also use our school Ethos document to weave Rights, British Values and RSHE teaching to ensure a holistic approach, rather than these areas being taught as ‘add ons’.



St. Meriadoc
Catholic Primary School

Christian Values

Our whole school ethos is underpinned by our core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness. In Maths, we further explore these values such as exploring how we persevere when problem solving.



St. Meriadoc
Catholic Primary School

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Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<p>The aim of the Maths curriculum is to ensure all children:</p> <ul style="list-style-type: none"> • Become fluent in the fundamentals of maths through intelligent practice. • Develop their conceptual understanding and the ability to recall and apply knowledge rapidly. • To reason and problem solve by applying their mathematics to a variety of increasingly complex problems. • To build upon children’s knowledge and understanding from Nursery – Year 2. • To develop independent learning behaviours through choice and challenge. • To develop confident, articulate children. • To develop resilience and stamina to enable all children to reason and problem solve with an increased confidence. <p>EYFS</p> <ul style="list-style-type: none"> • To develop a deep conceptual understanding of the numbers to 10, providing all children with a secure base knowledge from which mathematical mastery is built. 	<p>Termly topics are planned to ensure a broad and balanced curriculum is taught across all areas of maths:</p> <ul style="list-style-type: none"> • Daily maths lessons include fluency, problem solving and reasoning to provide opportunities for intelligent practice and appropriate challenge for all groups of learners. • Fluency based sessions are held regularly to develop rapid recall and retention across all classes. • Concrete manipulatives and pictorial representations are used to support conceptual understanding and make explicit links. • Children complete end of unit checks to gauge understanding. • Gaps identified are used to inform planning and ‘Keep up, not catch up’ sessions are provided to support the filling of gaps. <p>EYFS</p> <ul style="list-style-type: none"> • Children are taught lessons focusing on developing a love of maths. • Fluency, problem solving and reasoning are incorporated into each lesson and children are provided with the opportunities to use a range of manipulatives, discuss their learning and be subject to high quality modelling. 	<p>Enthusiastic, excited and curious children.</p> <ul style="list-style-type: none"> • Children’s progress is tracked using Jason Hurr tracking system, using the skills progression assessment records and DFE Ready-to-Progress materials to assess. Any areas of development will have been identified. • Internal moderation of books provides evidence of consistent teaching and opportunities where all pupils use their knowledge of manipulatives and pictures to write abstract ideas. • Well planned sequences of learning, support children to develop and refine their maths skills. • Children are independently able to apply their understanding to solve a range of complex problems across all subjects. • Children are reasoning with increased confidence and accuracy. They are able to voice their opinions and justify decisions they have made. <p>EYFS</p>

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- Teachers have access to CPD to improve their confidence and ability to teach Maths effectively.
- Progression and coverage is monitored closely to ensure continuation from EYFS to Year Two.
- Curriculum leaders work alongside teachers from each year group to ensure the quality of teaching throughout the school.
- Resources are audited to ensure they are suitable, appropriate and useful.
- Our robust subject monitoring system, includes planning scrutiny, book looks, subject data analysis, subject coverage checks, lesson observations and pupil conferencing. This will enable the curriculum leaders to check coverage and progression.

- Children are excited by maths and enjoy lessons.
- Children have a deep understanding of mathematical concepts that they are using in their wider school community.

Ready-to-Progress materials: DFE Guidance

Year 1 guidance

Ready-to-progress criteria

Previous experience	Year 1 ready-to-progress criteria	Future applications
Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.	1NPV-1 Count within 100, forwards and backwards, starting with any number.	Count through the number system. Place value within 100. Compare and order numbers. Add and subtract within 100.
Play games that involve moving along a numbered track, and understand that larger numbers are further along the track.	1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$, $>$ and $=$.	Reason about the location of larger numbers within the linear number system. Compare and order numbers. Read scales.
Begin to experience partitioning and combining numbers within 10.	1NF-1 Develop fluency in addition and subtraction facts within 10.	Add and subtract across 10. All future additive calculation. Add within a column during columnar addition when the column sums to less than 10 (no regrouping). Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend (no exchanging).
Distribute items fairly, for example, put 5 marbles in each bag. Recognise when items are distributed unfairly.	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.	Recall the 2, 5 and 10 multiplication tables. Carry out repeated addition and multiplication of 2, 5, and 10, and divide by 2, 5 and 10. Identify multiples of 2, 5 and 10. Unlink in tens. Identify odd and even numbers.

Previous experience	Year 1 ready-to-progress criteria	Future applications
Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers.	1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Add and subtract within 10.
Devise and record number stories, using pictures, numbers and symbols (such as arrows).	1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Represent composition and decomposition of numbers using equations.
See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).	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.	Describe properties of shape. Categorise shapes. Identify similar shapes.
Select, rotate and manipulate shapes for a particular purpose, for example: <ul style="list-style-type: none"> rotating a cylinder so it can be used to build a tower rotating a puzzle piece to fit in its place 	1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Find the area or volume of a compound shape by decomposing into constituent shapes. Rotate, translate and reflect 2D shapes. Identify congruent shapes.

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Ready-to-progress criteria

Year 1 conceptual prerequisites	Year 2 ready-to-progress criteria	Future applications
<p>Know that 10 ones are equivalent to 1 ten.</p> <p>Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens.</p>	<p>2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p>	<p>Compare and order numbers.</p> <p>Add and subtract using mental and formal written methods.</p>
<p>Place the numbers 1 to 9 on a marked, but unlabelled, 0 to 10 number line.</p> <p>Estimate the position of the numbers 1 to 9 on an unmarked 0 to 10 number line.</p> <p>Count forwards and backwards to and from 100.</p>	<p>2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.</p>	<p>Compare and order numbers.</p> <p>Round whole numbers.</p> <p>Subtract ones from a multiple of 10, for example: $30 - 3 = 27$</p>
<p>Develop fluency in addition and subtraction facts within 10.</p>	<p>2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p>	<p>All future additive calculation.</p> <p>Add within a column during columnar addition when the column sums to less than 10 (no regrouping).</p> <p>Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend (no exchanging).</p>

Year 1 conceptual prerequisites	Year 2 ready-to-progress criteria	Future applications
<p>Learn and use number bonds to 10, for example: $8 + 7 = 10$.</p> <p>Partition numbers within 10, for example: $5 = 2 + 3$</p>	<p>2AS-1 Add and subtract across 10, for example: $8 + 5 = 13$ $13 - 5 = 8$.</p>	<p>Add and subtract within 100: add and subtract any 2 two-digit numbers, where the ones sum to 10 or more, for example: $26 + 37 = 63$</p> <p>Use knowledge of unitising to add and subtract across other boundaries, for example: $13 - 0.9 = 0.9$</p> <p>Add within a column during columnar addition when the column sums to more than 10 (regrouping), for example, for: $128 + 148$</p> <p>Subtract within a column during columnar subtraction when the minuend of the column is smaller than the subtrahend (exchanging), for example, for: $453 - 124$</p>
<p>Solve missing addend problems within 10, for example: $4 + \square = 10$</p>	<p>2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".</p>	<p>Solve contextual subtraction problems for all three subtraction structures (reduction, partitioning and difference) and combining with other operations.</p>
<p>Add and subtract within 10, for example: $8 + 3 = 9$ $9 - 2 = 7$</p> <p>Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.</p>	<p>2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p>	<p>Add and subtract using mental and formal written methods.</p>

Year 1 conceptual prerequisites	Year 2 ready-to-progress criteria	Future applications
<p>Add and subtract within 10. Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.</p>	<p>2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<p>Add and subtract numbers greater than 100, recognising unitising, for example: $32 \text{ ones} + 23 \text{ ones} = 55 \text{ ones}$ or $32 \text{ tens} + 23 \text{ tens} = 55 \text{ tens}$ $320 + 230 = 550$</p>
<p>Count in multiples of 2, 5 and 10.</p>	<p>2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p>	<p>Use multiplication to represent repeated addition contexts for other group sizes.</p> <p>Memorise multiplication tables.</p>
<p>Count in multiples of 2, 5 and 10 to find how many groups of 2, 5 or 10 there are in a particular quantity, set in everyday contexts.</p>	<p>2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).</p>	<p>Division with other divisors.</p>
<p>Recognise common 2D and 3D shapes presented in different orientations.</p>	<p>2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>	<p>Identify similar shapes.</p> <p>Describe and compare angles.</p> <p>Draw polygons by joining marked points</p> <p>Identify parallel and perpendicular sides.</p> <p>Identify regular polygons</p> <p>Find the perimeter of regular and irregular polygons.</p> <p>Compare areas and calculate the area of rectangles (including squares) using standard units.</p> <p>Compare areas and calculate the area of rectangles (including squares) using standard units.</p>

Adding 1	Bonds to 10	Adding 10	Bridging/compensating	Y1 facts Y2 facts
Adding 2	Adding 0	Doubles	Near doubles	

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

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Year 1 Long Term Plan: Maths No Problem



PRIMARY MATHS SERIES – YEAR 1 AT A GLANCE

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Week 1	Number and Place Value: Numbers to 10 LESSON BREAKDOWN	Calculations: Addition and Subtraction within 20 LESSON BREAKDOWN	Calculations: Multiplication LESSON BREAKDOWN
Week 2		Geometry – Properties of Shape: Shapes and Patterns LESSON BREAKDOWN	Calculations: Division LESSON BREAKDOWN
Week 3	Calculations: Addition and Subtraction LESSON BREAKDOWN	Measurement: Length and Height LESSON BREAKDOWN	Fractions: Fractions LESSON BREAKDOWN
Week 4		Revision and Mid-year (A) Tests	Number and Place Value: Numbers to 100 LESSON BREAKDOWN
Week 5			Measurement: Time LESSON BREAKDOWN
Week 6			
Week 7		Review and Remediation	Measurement: Volume and Capacity LESSON BREAKDOWN
Week 8	Geometry – Position and Direction: Positions LESSON BREAKDOWN	Number and Place Value: Numbers to 40 LESSON BREAKDOWN	Measurement: Mass LESSON BREAKDOWN
Week 9	Number and Place Value: Numbers to 20 LESSON BREAKDOWN		Calculations: Addition and Subtraction LESSON BREAKDOWN
Week 10		Calculations: Addition and Subtraction within 20 LESSON BREAKDOWN	Geometry – Position and Direction: Space LESSON BREAKDOWN
Week 11	Calculations: Addition and Subtraction within 20 LESSON BREAKDOWN	Calculations: Multiplication LESSON BREAKDOWN	Revision and End-of-year (B) Tests
Week 12			Review and Remediation

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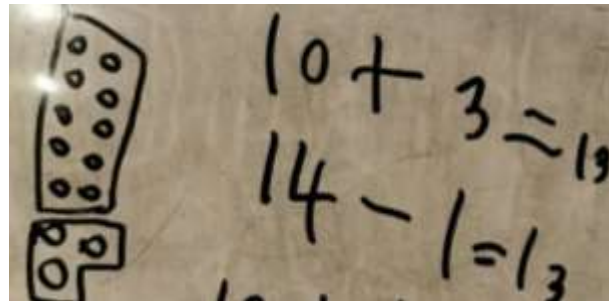
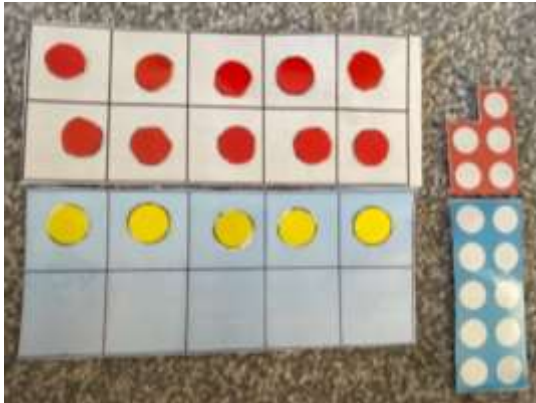
Year 2 Long Term Plan: Maths No Problem



PRIMARY MATHS SERIES – YEAR 2 AT A GLANCE

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Week 1	Number and Place Value: Numbers to 100 <small>LESSON BREAKDOWN</small>	Statistics: Picture Graphs <small>LESSON BREAKDOWN</small>	Measurement: Time <small>LESSON BREAKDOWN</small> Measurement: Volume <small>LESSON BREAKDOWN</small>
Week 2	Calculations: Addition and Subtraction <small>LESSON BREAKDOWN</small>	Mid-year (A) Tests and Remediation	
Week 3		Calculations: More Word Problems <small>LESSON BREAKDOWN</small>	
Week 4	Calculations: Multiplication of 2, 5 and 10 <small>LESSON BREAKDOWN</small>	Measurement: Money <small>LESSON BREAKDOWN</small>	SATs
Week 5		Geometry – Properties of Shapes: 2-D Shapes <small>LESSON BREAKDOWN</small>	Review and Revisit Topics
Week 6			
Week 7	Calculations: Multiplication and Division of 2, 5 and 10 <small>LESSON BREAKDOWN</small>	Geometry – Properties of Shapes: 3-D Shapes <small>LESSON BREAKDOWN</small>	Revision and End-of-year (B) Tests
Week 8			
Week 9	Measurement: Length <small>LESSON BREAKDOWN</small>	Fractions: Fractions <small>LESSON BREAKDOWN</small>	Review and Revisit Topics
Week 10	Measurement: Mass <small>LESSON BREAKDOWN</small>		
Week 11	Measurement: Temperature <small>LESSON BREAKDOWN</small>		
Week 12		Review and Revisit Topics	

Marvellous Maths in the EYFS



Maths

Marvellous Maths in KS1



Working Walls are used in our lessons to support children with problem solving, by modelling methods found with concrete objects in a pictorial way, using knowledge of number facts to support intelligent practice and previous help points to make links in learning.

