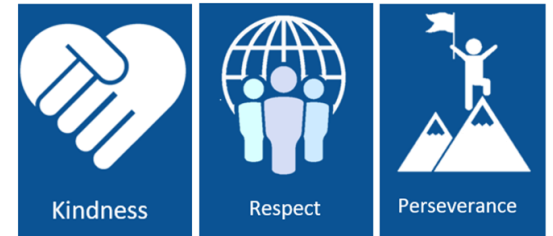




Ditchling St Margaret's Primary and Nursery School



'Living life in all its fullness' John 10:10

Mathematics Curriculum





Kindness



Respect



Perseverance

'Living life in all its fullness' John 10:10



Mathematics Curriculum at Ditchling CE Primary and Nursery School

INTENT

The 2014 National Curriculum for Maths, and Early Years Foundation Stage Profile 2023/24, aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Ditchling, to ensure whole consistency and progression, we use the nationally recognised NCETM (National Centre for the Excellence of Teaching in Maths) materials, supplemented by White Rose and Oak Academy, to deliver this curriculum. The required skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world, and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

Our curriculum is intended to enable all children to successfully achieve the endpoints as stated in the 2014 National Curriculum for Maths

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study>

and in the Early Years Foundation Stage Profile:

https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf

Our Nursery uses the Early Years Development Matters Statements for Mathematics as the basis for their curriculum.

IMPLEMENTATION

The content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at Ditchling reflect those found in high-performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China. The following principles and features characterise this 'Mastery' approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace; significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.
- The structure and connections within the Mathematics are emphasised, so that pupils develop deep learning that can be sustained.
- Lesson design identifies: the new Mathematics that is to be taught; concrete, pictorial and abstract representations of this; the key points including specific vocabulary; the difficult points, common misconceptions and errors; real-life application/reasoning; a carefully sequenced journey through the learning encouraging fluency and including conceptual and procedural variation, making explicit any connections with previous learning. In a typical lesson, pupils sit facing the teacher and the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.
- Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported through the use of stem sentences and generalisations provided by the teacher. These help the children to make connections and expose the structure of the maths.

Stem sentence example:

If I divide by _____, the greatest denominator I can have is _____.

Generalisation example:

The length of one side of any square can be found by dividing its perimeter by 4.

Key fluency facts, such as multiplication tables and addition facts within 10, are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts. **Fluency is explicitly taught in Key Stage 1. It is also revisited in Key Stage 2 in fluency sessions. These sessions – taught via the NCETM Mastering Number programme take place four times a week – these take place in addition to the daily Maths lesson.** These facts are taught in the sequence shown in the Mastering Number overviews below. Similarly, times tables are explicitly taught in Maths lessons up to Year 4. Additional times tables lessons may also be taught in Upper Key Stage 2. **Chanting of times tables is planned from Year 2 upwards. These sessions take place three times a week.**

The NCETM curriculum is a cumulative curriculum (see the 'S' plan later in this document), so that once a topic is covered, it is met many times again in other contexts. For example, place value is revisited in addition and subtraction and multiplication and division. The curriculum recognises the importance of children's conceptual understanding of number. It is therefore designed to ensure that time is invested in reinforcing this to build competency. Lessons are planned to provide plenty of opportunities for reasoning and problem-solving elements. When introduced to a new concept, children have the opportunity to use concrete objects and manipulatives to help them understand what they are doing. Alongside this, children are encouraged to use pictorial representations. These representations can then be used to help reason and solve problems. Both concrete and pictorial representations support children's understanding of abstract methods. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. These teaching blocks are broken down into smaller steps, to help children understand concepts better. This approach means that children do not cover too many concepts at once which can lead to cognitive overload.

"Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts." (NCETM website)

Each lesson phase provides the means for children to achieve greater depth, with children who are quick to grasp new content, being offered rich and sophisticated problems, 'Solve its' followed by 'Dive Deeper' and 'Dong Nao Jins' within the lesson as appropriate. We give 'rapid graspers' the opportunity to take part in 'Pathways' which the teachers ensure are available for those children who can master a quicker pathway through their learning in order to take part in the more challenging questions more quickly. For some children, there is the opportunity to take part in our bespoke Ditchling Challenge Booklets, offering a rich and broad set of activities linked to the learning. We are part of the Sussex Maths Hub and continue leading on new initiatives and furthering our staff CPD to ensure we offer an excellent curriculum.

In all classes there are children of differing mathematical ability, including Gifted and Talented and SEND children. We recognise this fact and provide suitable learning opportunities for all children by using a range of scaffolding strategies to ensure all children are able to understand the new learning.

This must include the use of:

- Appropriate resources including 'help sheets'
- Adult support
- Working wall resources

'Dive Deeper' lessons are also taught at least three times a year (in Terms 1, 3 and 5) to give children the opportunity to consolidate their learning over the previous two terms. The children may present their work as a double-page spread.

In addition, problem-solving lessons are taught at least once every term. These are taught using the four stages of the problem-solving process:

Stage 1: Getting started

Stage 2: Working on the problem

Stage 3: Digging deeper

Stage 4: Reflecting

(Teachers should refer to the NRICH website for further details: <https://nrich.maths.org/10865>)

By explicitly drawing children's attention to these four stages, and by spending time on them in turn, we can help children become more confident problem-solvers. Once they have got going and are working on the problem (stage 2), children should be taught to make use of these problem-solving skills:

Trial and improvement

Working systematically

Pattern-spotting

Working backwards

Reasoning logically

Visualising

Conjecturing

(The first two in this list are particularly important.)

As learners progress towards a solution, they may take the mathematics further (stage 3) and two more problem-solving skills become important:

Generalising

Proving

Having reached a solution, stage 4 of the process should then involve children explaining their findings and reflecting on different methods used. (Resources from the NRICH website should be used to teach these lessons: <https://nrich.maths.org/11082>)

“Mastery of facts, procedures and concepts needs time; time to explore the concept in details and time to allow for sufficient practice to develop fluency” and “one set of mathematical concepts and big ideas for all. All pupils need access to these concepts and ideas and to the rich connections between them.” (Pages 5 and 6) NCETM, Teaching for Mastery.

Home learning in Maths is based on:

- My Maths (an online platform through which weekly tasks are set for children linked to their learning in class)
- our Mount Titan Times Tables Scheme which is a progressive system for children to learn, and develop fluency in, their times tables and associated facts. Times tables are tested weekly in class from Year 2 upwards. If children pass their current stage (18 out of 20, 37 out of 40, or 57 out of 60 tables facts recalled in 4 minutes, depending on ability) then they move on to the next stage until they reach ‘The Summit’:

Ditchling's Mount Titan Times Tables

Name of Climber: _____

Date I made Camp 1: _____

Date I passed the cave: _____

Date I made Camp 2: _____

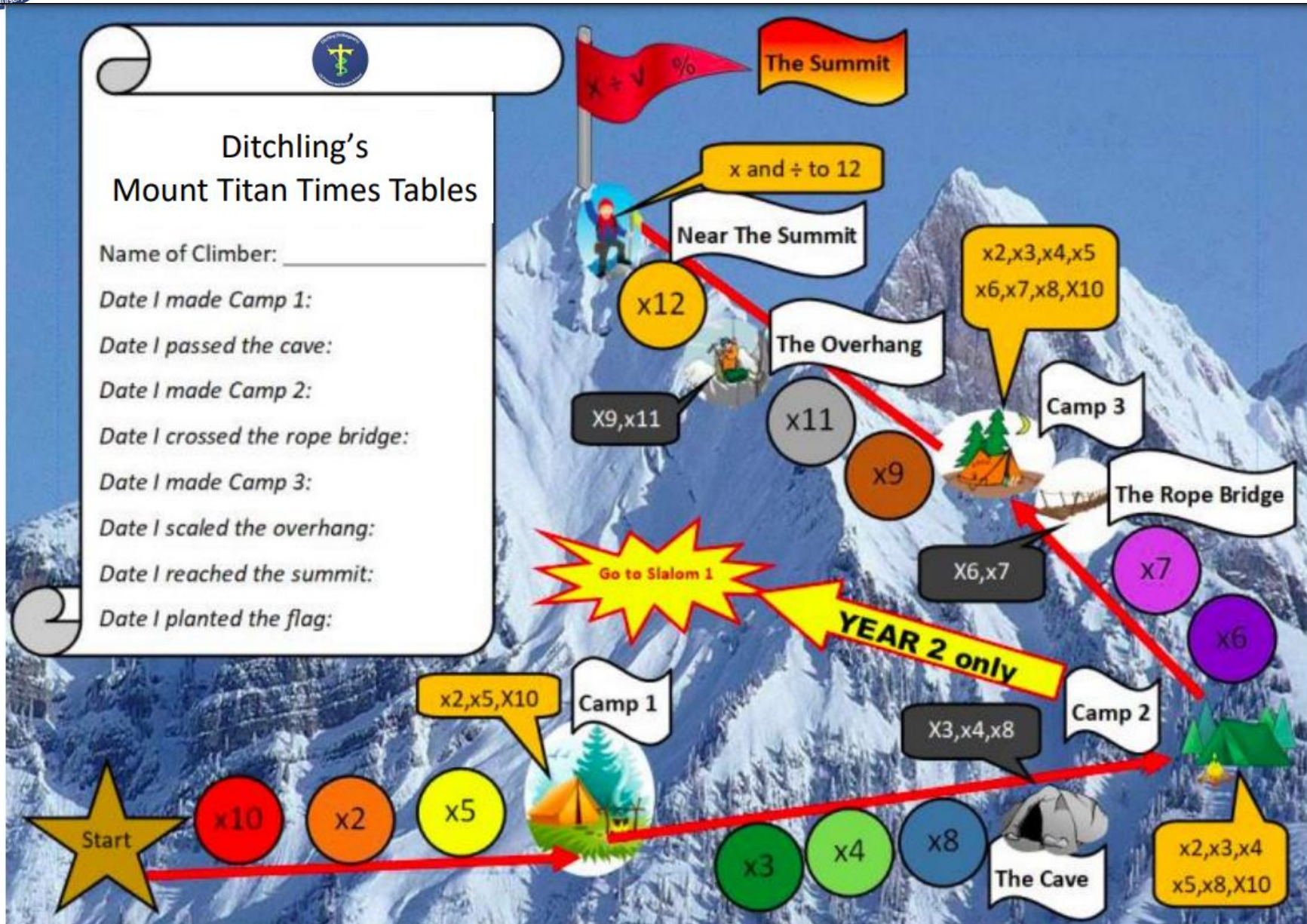
Date I crossed the rope bridge: _____

Date I made Camp 3: _____

Date I scaled the overhang: _____

Date I reached the summit: _____

Date I planted the flag: _____





JOHN 10:10 LIFE IN ALL ITS FULLNESS

Adding 1

Bonds to 10

Adding 10

Bridging/
compensating

Adding 2

Adding 0

Doubles

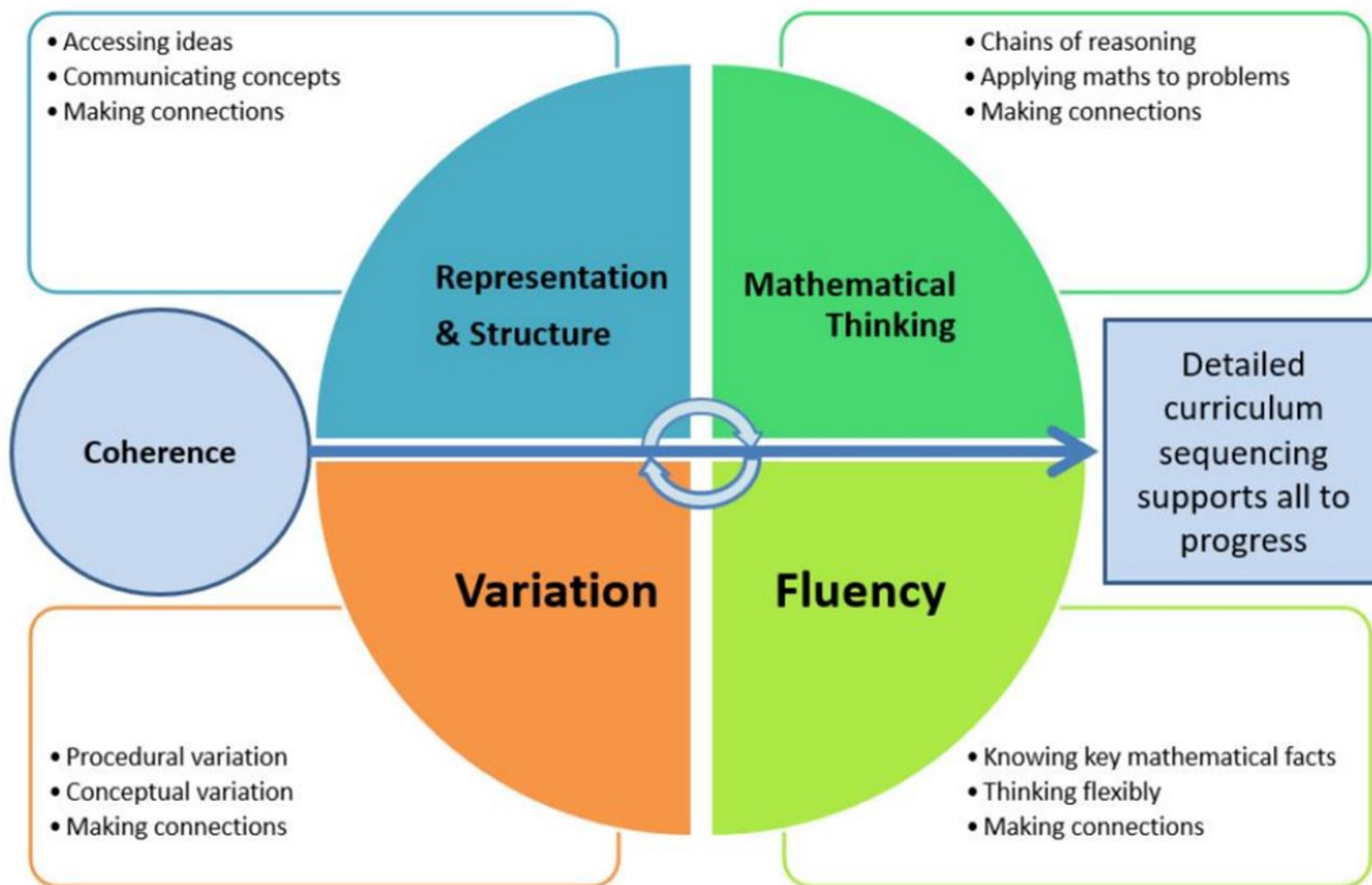
Near doubles

YI facts

Y2
facts

+	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

Teaching for Mastery





IMPACT

The school has a supportive ethos and our approaches enable children to develop their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Students can underperform in Mathematics because they think they cannot do it, or are not naturally good at it. The school's use of NCETM Maths addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics through excellent quality first teaching. Regular and ongoing assessment **(using the NCETM Ready to Progress materials throughout each unit and Rising Stars test in Terms 2, 4 and 6)** informs and supports teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 well above the national average, as well as an increasingly high proportion of children demonstrating greater depth, at the end of each phase.

Staff at Ditchling take part in the professional development programme via the Sussex Maths Hub and the school will continue to benefit from the expertise through our Maths Subject Leader.

EYFS Development Matters 2020 Statements Birth to Three - Specific Areas

Literacy
- Enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. - Copy finger movements and other gestures. - Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult. - Pay attention and respond to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. - Ask questions about the book. Makes comments and shares their own ideas. - Develop play around favourite stories using props.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely. - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name.

Mathematics
Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.
- Climb and squeeze themselves into different types of spaces. - Build with a range of resources. - Complete inset puzzles.
Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
Notice patterns and arrange things in patterns.

Understanding the World
- Repeat actions that have an effect. - Explore materials with different properties. - Explore natural materials, indoors and outside.
Explore and respond to different natural phenomena in their setting and on trips.
Make connections between the features of their family and other families.
Notice differences between people.

Expressive Arts and Design
- Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes and songs, like 'Peepo'. - Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds. - Make rhythmical and repetitive sounds. - Explore a range of sound-makers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.

EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Specific Areas

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

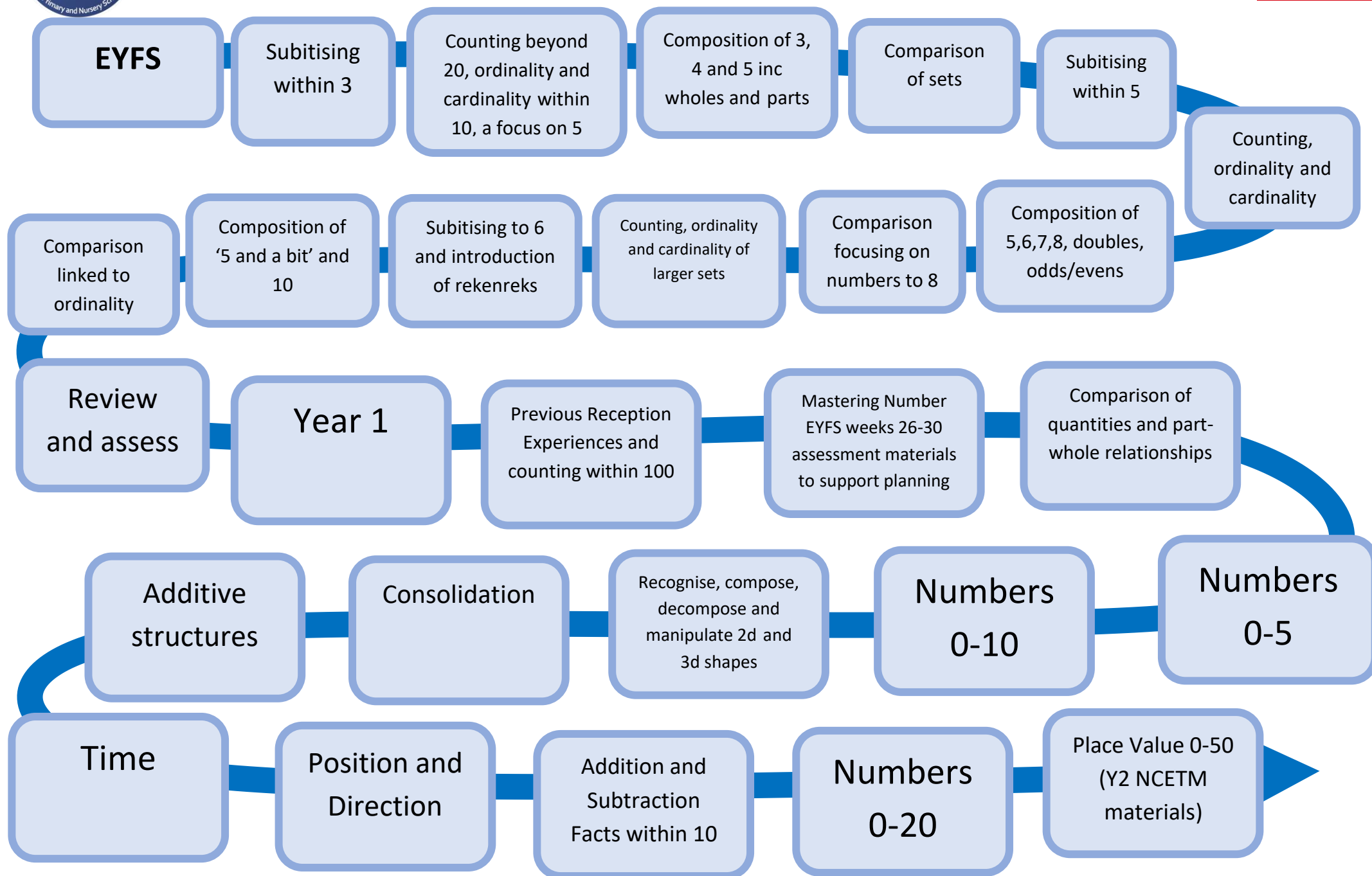
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.





Consolidation

Fractions (Y2
NCETM
materials)

Unitising and
coin
recognition

Consolidation

Year 2

Fluently add
and subtract
within 10

Calculations
within 20

Time
O'clock, half past,
quarter past and to

Numbers
10 to 100

Addition and
Subtraction of 2-
digit numbers

Shape

Addition and
Subtraction of 2-
digit numbers

Introduction
to
Multiplication

Introduction
to Division

Position and
Direction

Fractions

Time
5-minute
intervals

Money

Sense of Measure:
Capacity, Volume
and Mass

Multiplication and
Division: Doubling,
halving, quotative and
partitive division

Adding and
Subtracting across 10
(Y3 NCETM
materials)

Manipulating the
additive relationship and
securing mental
calculation (Y3 NCETM
materials)

Year 3

Numbers
to 1,000

Time



Manipulating the additive relationship and securing mental calculation

Numbers to 1,000

Parallel and perpendicular sides and polygons

Column Addition

Unit Fractions

Right Angles

Times tables: 3s

Column Subtraction

Times Tables: 2s, 4s, 8s

Time

Non-Unit Fractions

Problem-Solving, Place Value and Number Facts

Times Tables: 3s, 6s

Recap Times Tables and Multiplication

Roman Numerals

Time

Column Addition and Subtraction

Place Value up to 10,000

Year 4

Recap Times Tables: 5s and 10s (Y2 NCETM materials)

Introduction using 2s, 4s, 8s (Y3 NCETM materials)

Times Tables: 3s, 6s, 9s, 12s

Times Tables: 7s

Understanding and Manipulating Multiplicative Relationships



Times
Tables: 11s

Perimeter

Fractions

Co-
ordinates

Year 5

Symmetry

Introduction to
Negative Numbers (Y5
NCETM materials)

Division with
Remainders

Multiplication
Tables Check

Place Value up to
100,000 (Y6 NCETM
materials)

Factors, Multiples
and Primes

Negative
Numbers

Fractions

Decimal
Fractions

Money

Short
Multiplication and
Division

Converting
units

Calculating with
decimal fractions

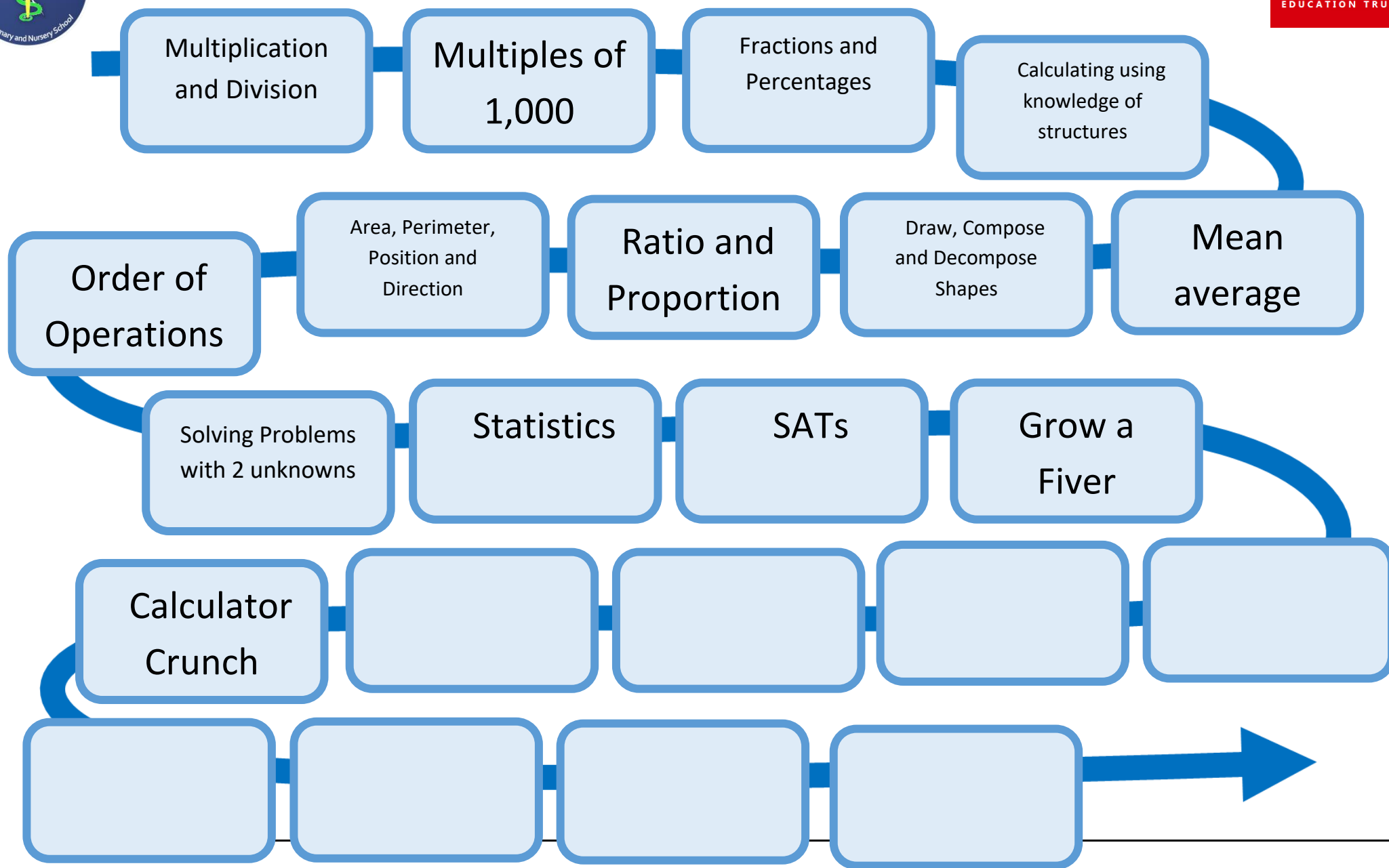
Angles

Angles

Area and
Scaling

Year 6

Place Value up
to 10,000,000





JOHN 10:10 LIFE IN ALL ITS FULLNESS

Mastering Number – Reception Overview by Week

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20



Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers



Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – '5 and a bit'	Composition - of 10	Comparison – linked to ordinality Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

Year 1 Long Term Plan

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 (8 weeks)	Previous Reception Experiences and counting within 100 (EYFS teacher to inform planning) Mastering Number EYFS weeks 26 -30 assessment materials to inform planning				Comparison of quantities and part-whole relationships			Numbers 0-5	
Autumn 2 (7 weeks)	Numbers 0-10				Recognise, compose, decompose and manipulate 2d and 3d shapes			Consolidation and Assessment	
Spring 1 (6 weeks)	Additive Structures (extended for 3 lessons per week model)								
	Time			Position and Direction					
Spring 2 (6 weeks)	Addition and Subtraction Facts within 10					Numbers 0-20			
Summer 1 (5 weeks)	Numbers 0 - 20			Place Value 0-50 (Year 2 NCETM materials)		Consolidation			
Summer 2 (7 weeks)	Fractions (Year 2 NCETM Materials)			Unitising and Coin recognition			Consolidation and Assessment		

EYFS Mastering Number Materials

Year 1 NCETM Materials

Year 2 NCETM Materials

Consolidation and Assessment

Year 2 Long Term Plan

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 (8 weeks)	Number 10 to 100 NB*** 2025 Liaise with Year 1 re coverage of Numbers 0-50 in Summer term					Time O'clock; half past; quarter past and to	Calculations within 20		Fluently add and subtract within 10
Autumn 2 (7 weeks)	Addition and Subtraction of two-digit numbers			Shape		Addition and Subtraction of two-digit numbers			
Spring 1 (6 weeks)	Introduction to Multiplication								
Spring 2 (6 weeks)	Introduction to Division			Sense of Measure: Capacity, Volume and Mass		Money	Time 5 min intervals		
Summer 1 (5 weeks)	Fractions			Position and Direction		Consolidation and Assessment			
Summer 2 (7 weeks)	Multiplication and Division Doubling, halving, quotative and partitive division			Adding and Subtracting Across 10 (Year 3 materials)			Manipulating the additive relationship and securing mental calculation (Year 3 materials)		

Year 2 NCETM Materials
Year 3 NCETM Materials



Year 3 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 (8 weeks)	Numbers to 1000 (Weeks 1-5)					Time	Manipulating the additive relationship and securing mental calculation	
Autumn 2 (7 weeks)	Numbers to 1000 (weeks 6-10)				Parallel and Perpendicular sides and polygons			
Spring 1 (6 weeks)	Column Addition		Times Tables 2, 4, 8					
Spring 2 (6 weeks)	Column Subtraction		Times Tables 3's		Right Angles			
Summer 1 (5 weeks)	Unit Fractions				Time			
Summer 2 (7 weeks)	Non-Unit Fractions			Problem Solving Place Value and Number Facts	Times Tables 3's and 6's	Recap Times Tables and Multiplication		

Year 3 NCETM Materials
Year 4 NCETM Materials
Consolidation and Assessment



Year 4 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 (8 weeks)	Place Value up to 10,000					Column Addition and Subtraction		
Autumn 2 (7 weeks)	Time	Roman Numerals	Recap <u>Timestables 5's and 10's</u> (Year 2 Materials)	Introduction using 2, 4, 8 (Year 3 materials)	Timetables 3, 6, 9, 12			
Spring 1 (6 weeks)	Timetables 7's		Understanding and Manipulating Multiplicative Relationships					
Spring 2 (6 weeks)	Understanding and Manipulating Multiplicative Relationships		Timetables 11's (Year 5)		Perimeter			
Summer 1 (5 weeks)	Fractions							
Summer 2 (7 weeks)	Co-ordinates	MTC	Division with Remainders		Introduction to Negative Numbers (Year 5)	Symmetry		

Year 4 NCETM Materials
Year 5 NCETM Materials
Consolidation and Assessment



Year 5 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 (8 weeks)	Place Value up to 100,000 (Year 6 Materials)		Factors, multiples and primes				Negative Numbers	
Autumn 2 (7 weeks)	Fractions							
Spring 1 (6 weeks)	Decimal Fractions					Angles		
Spring 2 (6 weeks)	Calculating with decimal fractions				Converting Units			
Summer 1 (5 weeks)	Short Multiplication and Division							
Summer 2 (7 weeks)	Short Multiplication and Division	Money	Angles	Area and Scaling				

Year 5 NCETM Materials
Year 6 NCETM Materials
Consolidation and Assessment



Year 6 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 (8 weeks)	Place Value up to 10,000,000			Multiplication and Division				Multiples of 1000
Autumn 2 (7 weeks)	Multiples of 1000	Fractions and Percentages						
Spring 1 (6 weeks)	Calculating using knowledge of structures					Mean Average		
Spring 2 (6 weeks)	Draw, Compose and Decompose Shapes		Ratio and Proportion		Area, Perimeter, Position and Direction			
Summer 1 (5 weeks)	Order of Operations	Solving Problems with 2 unknowns	Statistics	SATS				
Summer 2 (7 weeks)	Order of Operations	Solving Problems with 2 unknowns	Statistics	Grow a Fiver		Calculator Crunch MEI		

Year 6 NCETM Materials

Consolidation and Assessment



JOHN 10:10 LIFE IN ALL ITS FULLNESS



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