



CLIFFORD ALL SAINTS PRIMARY SCHOOL

## Maths Policy

*“Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding.”*

— William Paul Thurston

### **Rationale**

A whole school mathematics review undertaken during the Spring Term of 2026 has led to the revision and updating of this policy, which reflects our current position in providing a progressive, coherent and ambitious mathematics curriculum. The review was driven by our ambition to develop a mathematics offer that brings together conceptual understanding and fluency through a mastery approach, alongside the development of mathematical thinking and the promotion of positive mathematical mindsets. This work is underpinned by the principles of the NRICH Rope Model, which has guided our vision for connected and cumulative learning in mathematics.

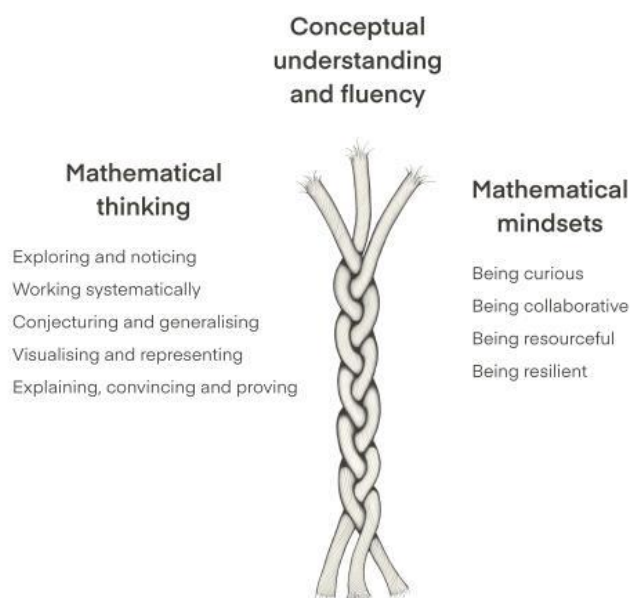
The review process was comprehensive and inclusive. It began with staff audits to gather views on current practice, including reflections on teaching approaches, assessment and inclusion. This was followed by lesson observations conducted by the Maths Lead to gain a clear picture of classroom practice across the school, alongside book scrutinies to evaluate the consistency and progression of learning over time. Pupil voice was also central to the process, with in-depth discussions across all year groups providing valuable insight into children’s experiences and attitudes towards mathematics.

Professional development has been a key driver in shaping our approach. Staff have engaged in targeted CPD focused on mastery teaching and effective lesson structure, alongside further training in assessment and feedback. A second round of lesson observations enabled us to evaluate the impact of this CPD and ensure that key principles were being embedded consistently. Developments such as the refinement of working walls have further supported clarity, consistency and independence within classrooms.

As a result of this ongoing process, this policy demonstrates a shared understanding and commitment to high-quality mathematics teaching and learning, ensuring that all pupils develop confidence, resilience and a deep understanding of mathematics as they progress through our school.

## Intent

At Clifford All Saints, our mathematics curriculum is designed to develop confident, capable and curious learners. Our approach is informed by NCETM guidance and incorporates the 'rope model' of mathematical proficiency, as developed by NRICH. We recognise that successful mathematicians develop through three interconnected strands:



**Conceptual Understanding and Fluency** - Pupils develop secure understanding alongside fluency in core skills. They are supported to understand why mathematics works and to apply methods accurately and efficiently, making connections across the curriculum.

**Mathematical Thinking** - We provide opportunities for pupils to explore, reason and problem-solve. Children are encouraged to explain their thinking, justify their ideas and approach tasks systematically, developing key mathematical behaviours.

**Positive Mathematical Mindsets** - We promote positive attitudes to mathematics, encouraging pupils to be resilient, collaborative and willing to learn from mistakes. We foster a culture where all children believe they can succeed.

These strands are interdependent and underpin our balanced mathematics curriculum, ensuring all pupils develop the knowledge, skills and attitudes needed to succeed in mathematics.

At Clifford All Saints, we are committed to ensuring every child has an equal entitlement to a high-quality mathematics education. We have high expectations for all pupils and believe that every child can succeed in mathematics. Teaching is inclusive and responsive, providing appropriate support and challenge so that all learners, regardless of starting point, can access the curriculum, make sustained progress and achieve their full potential.

## Implementation

Our mathematics offer is carefully structured to provide a coherent and progressive journey from Reception through to Year 6, ensuring that all pupils build secure foundations and develop increasing confidence, fluency and independence in their mathematical understanding. Rooted in the White Rose progression, our curriculum is enriched by a range of targeted programmes and resources that support number sense, fluency, and recall at each stage of learning. As pupils move through the school, they encounter a balanced blend of daily practise, retrieval opportunities, and purposeful application, with provision evolving to meet their developmental needs—beginning with early number experiences in Reception and culminating in advanced reasoning, arithmetic proficiency and preparation for statutory assessments in Year 6.

Year	Entitlement
Reception	<ul style="list-style-type: none"><li>- Maths curriculum following the White Rose progression.</li><li>- Early Years Number Sense Programme</li><li>- Maths areas within provision (updated as topics progress)</li></ul>
Y1	<ul style="list-style-type: none"><li>- Maths curriculum following the White Rose progression.</li><li>- Number Sense Fluency Programme (Stages 1 – 4)</li><li>- Flashback 4</li><li>- Access to Numbots</li></ul>
Y2	<ul style="list-style-type: none"><li>- Maths curriculum following the White Rose progression.</li><li>- Number Sense fluency programme (Stages 5 &amp; 6)</li><li>- Flashback 4</li><li>- Access to Numbots and Times Table Rockstars (Times Table Rockstar accounts to be shared post multiplication and division learning)</li></ul>
Y3	<ul style="list-style-type: none"><li>- Maths curriculum following the White Rose progression.</li><li>- Number Sense – Times Tables Fluency (Stage 1 &amp; 2)</li><li>- Flashback 4</li><li>- Access to Times Table Rockstars</li></ul>
Y4	<ul style="list-style-type: none"><li>- Maths curriculum following the White Rose progression.</li><li>- Number Sense – Times Tables Fluency (Stage 3, 4 &amp; 5)</li><li>- Flashback 4</li><li>- Access to Times Table Rockstars</li><li>- Additional preparation and practise time based around MTC</li></ul>
Y5	<ul style="list-style-type: none"><li>- Maths curriculum following the White Rose progression.</li><li>- Flashback 4</li><li>- Derivation boards</li><li>- Times Table practise</li><li>- Access to Times Table Rockstars</li></ul>
Y6	<ul style="list-style-type: none"><li>- Maths curriculum following the White Rose progression.</li><li>- Flashback 4</li><li>- Times Table practise</li><li>- Daily arithmetic practise</li><li>- Additional practise of SATs style questions</li><li>- Access to Times Table Rockstars</li></ul>

In the case of mixed classes, teachers carefully adapt planning and delivery to ensure that the curriculum requirements for each year group are fully met. This ensures that all pupils continue to receive their full entitlement, with learning appropriately matched to their stage of development and aligned with the progression expected for their year group.

### **Our curriculum and approach**

Our approach to mathematics is underpinned by a mastery philosophy, where all pupils are supported to develop a deep and secure understanding of key concepts. While we follow the White Rose progression to ensure clear and consistent sequencing, this is not used in isolation; teachers draw on a range of high-quality resources to enrich and enhance learning. Lessons are carefully structured using small steps and the CPA (Concrete, Pictorial, Abstract) approach, with manipulatives used to support conceptual understanding.

Teachers also use visualisers to model learning clearly and explicitly, including the use of concrete equipment, pictorial representations, and written methods in books, enabling pupils to see mathematical thinking and procedures step by step. Questioning is designed to promote depth rather than simply additional practice, and variation is used to strengthen connections within learning. We prioritise depth before acceleration, ensuring pupils develop fluency, reasoning and confidence before moving on. Tasks are deliberately structured to extend reasoning and problem-solving skills, rather than focusing solely on practising already-mastered procedures, enabling pupils to apply their understanding in new and challenging contexts.

### **Lesson Structure**

As part of our commitment to high-quality mathematics teaching, all staff have engaged in CPD focused on pace and lesson structure to ensure consistency and effectiveness across the school. While lesson structure remains flexible and at the professional discretion of the teacher to best meet the learning objective and the needs of the class, a shared template has been agreed to provide clear expectations and coherence across year groups. This ensures that key elements such as retrieval practice, direct teaching, independent application, and consolidation are consistently embedded in all lessons.

9.20 – 10.30 - Typical lesson structure:

15 minutes	Flashback 4 and Number Sense/SATs Practise/Derivation boards/TTRS practise
7 minutes	Lesson starter and sharing of the learning objective
15 minutes	Input, including opportunities for children to apply learning on whiteboards
20 minutes	Activity with teacher and TA live marking and support
8 minutes	In-lesson marking
5 minutes	Plenary, consolidating learning or linking to the next lesson
70 minutes	

## Mathematical talk and vocabulary

Teachers understand the importance of mathematical talk and the role it plays in developing pupils' reasoning and conceptual understanding. Opportunities for structured discussion are built into lessons to enable children to articulate their thinking, justify answers and learn from one another. Stem sentences are used to support and scaffold responses, ensuring pupils can communicate their ideas clearly and accurately. Teachers consistently model appropriate mathematical vocabulary, encourage its use in spoken and written work, and recognise and reward pupils who use it with precision and confidence.






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## Flashback 4



Flashback 4 from White Rose is used daily as a key element of our mathematics offer, supporting pupils to revisit prior learning and strengthen long-term retention. This approach is closely aligned with cognitive science principles, particularly retrieval practice, which has been shown to improve memory and deepen understanding over time. By regularly revisiting a range of previously taught concepts, pupils are supported in embedding key knowledge and making stronger connections across their learning.


**Flashback 4**  
Year 2 | Week 3 | Day 4

White Rose  
MATHS

1) Which shape has  $\frac{3}{4}$  shaded?  
  

2) Which shape shows  $\frac{2}{2}$  shaded?  
 

3) Which picture shows one half of 8?  
 

4) How much money is shown?  


## Number Sense

Number Sense is used across Reception to Year 4 to strengthen pupils' fluency and secure understanding of number, in response to recent national guidance emphasising the importance of mathematical fluency. In Reception, it provides additional structured opportunities to develop early number understanding, supporting children in building strong foundations. In Key Stage 1, the programme extends this learning by developing fluency with addition and subtraction, with a particular focus on securing understanding within 20.

In Years 3 and 4, Number Sense shifts towards developing conceptual understanding and fluency in multiplication and division facts, supporting rapid recall and deepening pupils' number relationships. This consistent, cumulative approach ensures that pupils develop confidence, accuracy and efficiency in number, enabling them to access more complex mathematical reasoning as they progress through the school.

Although the Number Sense programme formally concludes in Year 4, its principles are embedded and extended into Upper Key Stage 2 to ensure continued fluency development. Pupils in Years 5 and 6 receive additional structured practise time, with a continued focus on times tables fluency to maintain rapid recall and secure foundational number knowledge. In Year 5, pupils further develop their understanding of number using derivation boards, supporting mathematical fluency by encouraging them to apply known facts in different contexts and make meaningful connections between concepts. In Year 6, this is built upon through targeted arithmetic fluency practise and regular exposure to SATs-style questions, carefully designed to prepare pupils for the demands of statutory assessments while reinforcing accuracy, efficiency and reasoning under timed conditions – assessment as learning.

### **Numbots and Times Table Rockstars**

Pupils have access to engaging online learning platforms, including Numbots and Times Tables Rock Stars (TTRS), which are used to support and extend the development of mathematical fluency both in school and at home. These platforms provide structured, interactive practise that helps pupils to reinforce key skills in an enjoyable and motivating way.

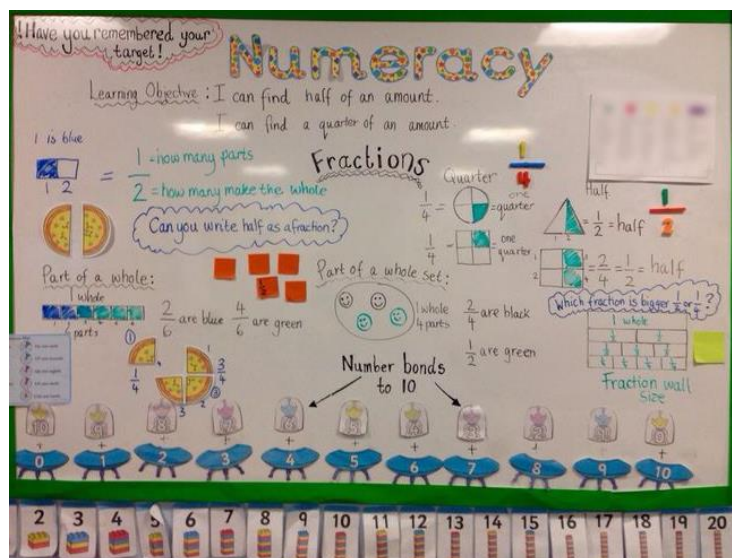
Numbots is used in Key Stage 1 and is specifically designed to build strong foundations in number sense. It focuses on developing secure understanding of number through subitising and the gradual introduction of efficient strategies for addition and subtraction. Pupils progress through carefully sequenced stages, working with numbers within 5, then 10, and finally 20, helping them to develop confidence, accuracy and fluency with early arithmetic.

Times Tables Rock Stars is introduced in Year 2, once pupils have completed their initial learning of multiplication and division. Accounts are set up with age and stage-appropriate times tables, allowing pupils to develop rapid recall of key facts. This supports their fluency and readiness for more complex mathematical reasoning as they move through Key Stage 2.

To further promote engagement and consistency, pupils across Years 2 to 6 take part in weekly Times Tables Rock Stars battles between classes. This friendly competition encourages regular practise and high levels of participation. The winning class is announced and celebrated in Friday's Celebration Assembly, helping to build excitement and a shared culture of mathematical success. In addition, the three most valuable players in each class are recognised each week and awarded certificates, celebrating effort, progress and achievement.

## Maths Working Walls

Following the recent review, it became evident that maths working walls were underutilised by pupils. In response, we have adapted our approach so that working walls are now created on whiteboards, making them more dynamic, accessible and responsive to learning within lessons. This change allows teacher and Teaching Assistants to quickly add and update key information during teacher input, ensuring that relevant models, vocabulary and examples are immediately available to support understanding. The boards are positioned in easily accessible areas of the classroom so that all learners can refer to them during independent work. Teachers carefully curate and add content that is directly relevant to current learning, ensuring the working walls actively support pupils in applying and consolidating their mathematical understanding.



## SEND

Teachers are highly aware of the needs of pupils with SEND within their classrooms and ensure that appropriate support is in place to enable them to access the mathematics curriculum effectively. Where a specific difficulty in maths is identified, these pupils are carefully positioned to allow for enhanced adult support, which may include working in close proximity to the teacher or within easy reach of key resources such as the maths working wall. Teaching is adapted to meet individual needs, ensuring that pupils remain appropriately challenged and are able to make meaningful progress at a level suited to their stage of development. In line with our CPA approach, pupils are further supported through the use of concrete resources to aid understanding and scaffold learning.

## **Assessment and Feedback**

Teachers assess pupils' learning in mathematics on a daily basis, with a strong emphasis on providing timely feedback to maximise impact. In line with the Education Endowment Foundation (EEF) recommendations, we prioritise feedback that is immediate and actionable, as evidence suggests that verbal feedback during lessons is highly effective in supporting pupil progress. Teachers and support staff provide targeted in-the-moment support to enable pupils to succeed with the lesson objective, ensuring misconceptions are addressed quickly and learning is reinforced in real time. This timely intervention approach ensures that gaps in understanding are addressed promptly, preventing misconceptions from becoming embedded and supporting all pupils to keep pace with the curriculum.

A live marking approach is also used towards the end of lessons, allowing pupils to reflect on their work, identify their successes, and make immediate improvements. This process supports pupils in developing self-assessment skills and helps teachers to gain a clear understanding of pupil progress. It also streamlines future planning, as it enables staff to quickly identify pupils who may require additional support or challenge.

We also use standardised mathematics assessments from NTS to support accurate and consistent assessment across the school. These assessments are used termly to measure pupil progress over time, identify specific areas of strength and development, and highlight any gaps in learning that may require further support or intervention. They also help to familiarise pupils with the format and expectations of national assessments, helping to build confidence and reduce anxiety around testing. In addition, NTS assessments provide valuable data that allows us to track progress effectively and benchmark attainment against national averages, ensuring that judgements about pupil performance are both robust and well-informed. This information is also shared with parents so they can clearly see how their child is progressing in their mathematical learning and understand their attainment in relation to expected standards.

Where appropriate, some pupils may also access additional targeted sessions to support consolidation of key concepts and ensure they are able to make the best possible progress.

## **Subject Leadership**

Subject leadership in mathematics is focused on ensuring a consistently high-quality provision across the whole school. Leaders regularly monitor and evaluate the effectiveness of the maths curriculum, teaching and learning, and pupil outcomes to ensure that practice remains purposeful, consistent and aligned with best research evidence. Whole-school approaches are reviewed and refined where necessary to ensure that our maths offer continues to meet the needs of all learners. Staff are encouraged to share best practice across year groups and phases, and ongoing professional development is prioritised to support and enhance teaching. Leaders actively provide and facilitate access to high-quality CPD, enabling staff to continually develop their subject knowledge and pedagogical expertise in mathematics.

## **Impact**

Impact is a crucial part of our mathematics provision, as it enables us to evaluate the effectiveness of our curriculum, teaching approaches, and wider strategies in ensuring all pupils make strong and sustained progress. We are committed to using a range of evidence-based methods to measure the impact of our maths offer and to inform ongoing improvement.

We will be able to understand how our maths curriculum is progressing through several different methods. One key measure is the use of NTS assessment data, which is analysed termly and compared over time to track progress within and across year groups in relation to age-related expectations. This allows us to identify trends, evaluate attainment, and ensure that pupils are on track to meet or exceed national expectations.

In addition to standardised assessment data, we have dedicated internal assessment points throughout the year where teachers and leaders reflect more deeply on pupils' progress in mathematics. These provide structured opportunities to discuss individual attainment, identify barriers to learning, and consider targeted strategies to support pupils. These discussions also focus on how we can move pupils from age-related expectation towards greater depth, ensuring challenge is appropriately embedded for all learners.

Ongoing monitoring of the subject is a key feature of our impact cycle. This includes lesson observations, which allow leaders to evaluate the consistency and quality of teaching practice in line with our maths policy, as well as book scrutinies, which provide insight into the progression of learning, the appropriateness of tasks, and the quality of pupil outcomes. These processes ensure that teaching and learning across the school remain purposeful, consistent and aligned with our intended curriculum.

Pupil voice also plays an important role in understanding impact. Regular discussions with pupils enable us to gather insight into their experiences of mathematics, their attitudes towards the subject, and their mathematical mindset. This helps us to evaluate engagement, confidence and enjoyment, and ensures that pupils' perspectives inform ongoing development of our maths provision.

## **Appendix**

[Calculation policy](#)

[Vocabulary progression map](#)

# Curriculum coverage

## Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare FREE TRIAL  VIEW	Free trial Talk about measure and patterns  VIEW			It's me 1, 2, 3  VIEW		Circles and triangles  VIEW	1, 2, 3, 4, 5  VIEW		Shapes with 4 sides  VIEW
Spring	Alive in 5  VIEW	Mass and capacity  VIEW	Growing 6, 7, 8  VIEW		Length, height and time  VIEW		Building 9 and 10  VIEW			Explore 3-D shapes  VIEW		
Summer	To 20 and beyond  VIEW	How many now?  VIEW	Manipulate, compose and decompose  VIEW		Sharing and grouping  VIEW		Visualise, build and map  VIEW			Make connections  VIEW		Consolidation

## Reception Number Sense curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1				Non-number		Number: Subitising quantities to 3	
				Spatial reasoning <i>Construction and 3D shapes</i>	Spatial reasoning <i>Construction 3D shapes</i>	Book 1: Subitising 1 - 2	Book 2: Subitising 1 - 3
				Continue spatial reasoning for rest of term through provocations in continuous provision			
Autumn 2	Non-number		Number: Subitising quantities to 5				
	Spatial reasoning <i>2D shapes and shape puzzles</i>	Spatial reasoning <i>2D shapes and shape puzzles</i>	Book 3: Subitising 1 - 4	Book 3: Subitising 1 - 4	Book 4: Subitising 1 - 5	Book 4: Subitising 1 - 5 (tens frames)	
	Continue spatial reasoning all term through provocations in continuous provision →						
Spring 1	Non-number		Number: Enumerating between 6 and 10 items				
	Pattern	Pattern	Book 5: Subitising 6 - 10	Book 5: Subitising 6 - 10	Counting out up to 10 items from a collection (not covered by EYNS)		
	Continue pattern all term through provocations in continuous provision →						
Spring 2	Non-number		Partitioning 2, 3, 4, 5 and 10 and 'number bonds' for these number				
	Spatial reasoning <i>Symmetry (incl. shape puzzles &amp; construction)</i>	Books 6 & 7: Partitioning 2 and 3	Book 8: Partitioning 4	Book 9: Partitioning 5	Book 10: Partitioning 10	Book 10: Partitioning 10	
	Continue spatial reasoning all term through provocations in continuous provision →						
Summer 1	Non-number		Composition of 6 - 9, and comparison of numbers to 10				
	Measures	Measures	Book 11: Composition of 6 - 9	Book 11: Composition of 6 - 9	Book 12: Comparing numbers to 10	Book 12: Comparing numbers to 10	
	Continue measures all term through provocations in continuous provision →						
Summer 2	Patterns in numbers to 10			Non-number			
	Book 13: Patterns in odd and even numbers	Book 13: Patterns in doubles	Book 13: Equal distribution	Pattern	Spatial reasoning <i>Maps and plans</i>	Measures	

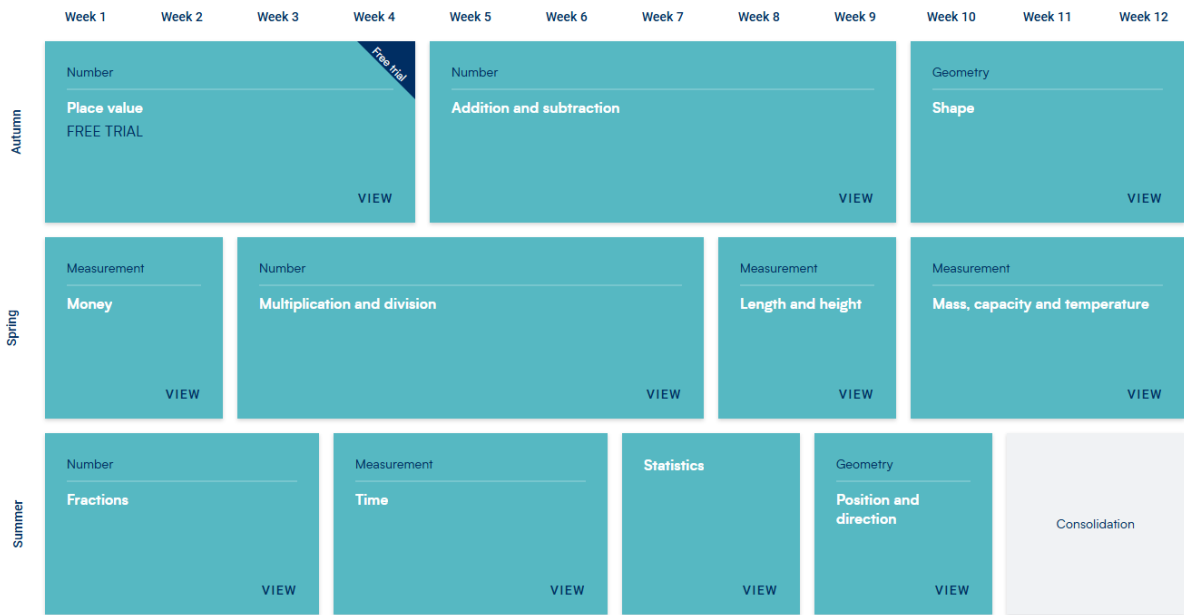
# Y1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number Place value (within 10) FREE TRIAL  VIEW					Number Addition and subtraction (within 10)  VIEW					Geometry Shape  VIEW	Consolidation	
	Number Place value (within 20)  VIEW		Number Addition and subtraction (within 20)  VIEW			Number Place value (within 50)  VIEW		Measurement Length and height  VIEW		Measurement Mass and volume  VIEW			
Spring	Number Place value (within 20)  VIEW		Number Addition and subtraction (within 20)  VIEW			Number Place value (within 50)  VIEW		Measurement Length and height  VIEW		Measurement Mass and volume  VIEW			
	Number Multiplication and division  VIEW		Number Fractions  VIEW		Geometry Position and direction  VIEW	Number Place value (within 100)  VIEW		Measurement Money  VIEW	Measurement Time  VIEW			Consolidation	
Summer	Number Multiplication and division  VIEW		Number Fractions  VIEW		Geometry Position and direction  VIEW	Number Place value (within 100)  VIEW		Measurement Money  VIEW	Measurement Time  VIEW			Consolidation	

## Y1 Number Sense curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stage 1 Book 1 Subitising 1 - 5	Stage 1 Book 2 Subitising 6 - 10	Stage 1 Book 3 Subitising on tens frames	Stage 1 SCREENING WEEK	Stage 1 Gap teaching and consolidation	Stage 2 Book 1 Make and Break 5	Stage 2 Book 2 Make and Break 4, 3 & 2
Autumn 2	Stage 2 Book 3 Make and Break 10	Stage 2 Book 4 Make and Break 6	Stage 2 Book 5 Make and Break 7	Stage 2 Book 6 Make and Break 8	Stage 2 Book 7 Make and Break 9		
Spring 1	Stage 3 Book 1 One More, One Less	Stage 3 Book 1 One More, One Less	Stage 3 Book 2 Two More, Two Less	Stage 3 Book 2 Two More, Two Less	Stage 3 Book 3 Number 10 Fact Families	Stage 3 Book 3 Number 10 Fact Families	
Spring 2	Stage 3 Book 4 Five and A Bit	Stage 3 Book 4 Five and A Bit	Stage 3 (first half) SCREENING WEEK (1 of 2)	Stage 3 (first half) Gap teaching and consolidation	Stage 3 Book 5 Know About Zero	Stage 3 Book 6 Doubles and Near Doubles	
Summer 1	Stage 3 Book 6 Doubles and Near Doubles	Stage 3 Book 7 Number Neighbours	Stage 3 Book 7 Number Neighbours	Stage 3 Book 8 7 Tree & 9 Square	Stage 3 (second half) SCREENING WEEK (2 of 2)	Stage 3 (second half) Gap teaching and consolidation	
Summer 2	Stage 3 Book 9 Strategy Selection	Stage 4 Book 1 Ten and A Bit	Stage 4 Book 1 Ten and A Bit	Stage 4 Book 1 Ten and A Bit	Stage 4 SCREENING WEEK	Stages 3&4 Gap teaching and consolidation	Stages 3&4 Gap teaching and consolidation

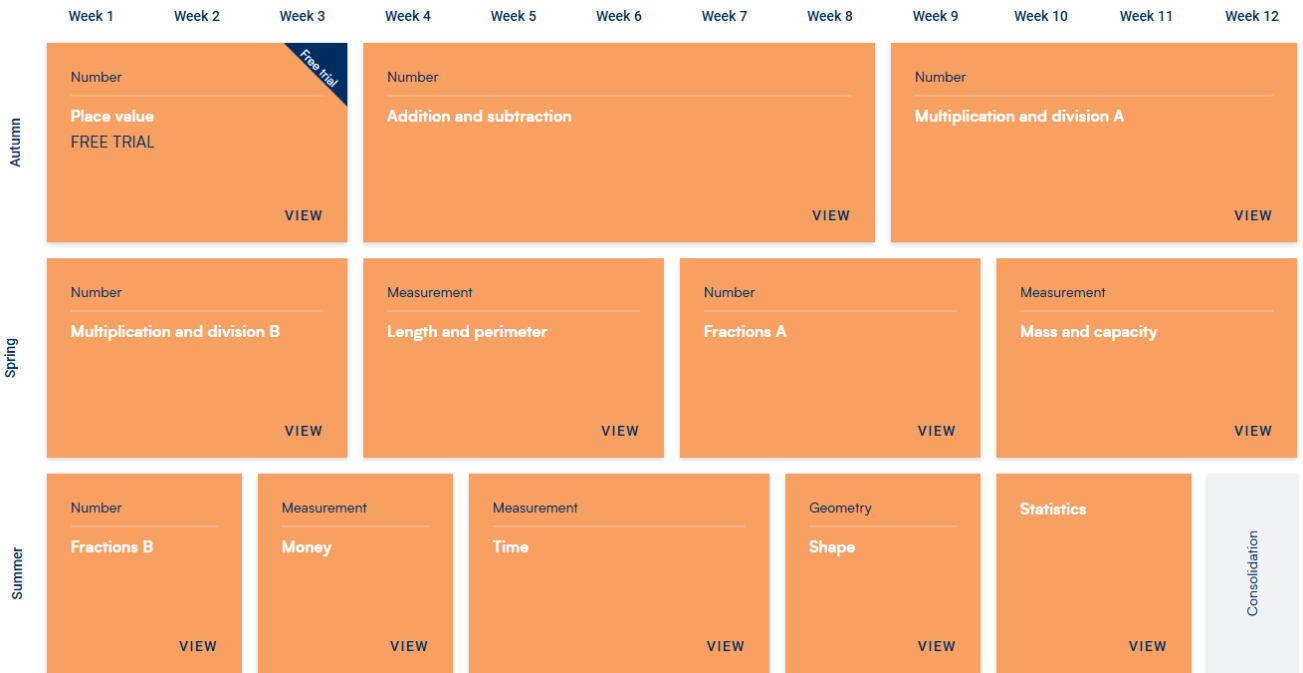
# Y2



## Y2 Number Sense Curriculum

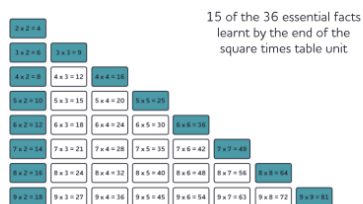
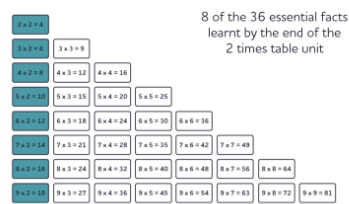
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stage 1 & 2 (review)	Stage 3 Books 1 – 3 (review)	Stage 3 Books 4 – 6 (review)	Stage 3 Books 7 & 8 (review)	Stage 3	Stage 3	Stage 4
	Subitising and partitioning	-One More, One Less -Two More, Two Less -Number 10 Fact families	-Five and A Bit -Know About Zero -Doubles and Near Doubles	-Number Neighbours -7 Tree 9 Square	SCREENING WEEK	Gap teaching and consolidation	Ten and A Bit
Autumn 2	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	
	Make Ten and Then: Addition	Make Ten and Then: Addition	Make Ten and Then: Addition	Make Ten and Then: Subtraction	Make Ten and Then: Subtraction	Make Ten and Then: Subtraction	
Spring 1	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	
	More Doubles and Near Doubles	More Doubles and Near Doubles	More Doubles and Near Doubles	Adjusting	Adjusting	Adjusting	
Spring 2	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	
	Strategy Selection	Strategy Selection	SCREENING WEEK	Gap teaching and consolidation	Gap teaching and consolidation	Gap teaching and consolidation	
Summer 1	Stage 6	Stage 6	Stage 6	Stage 6	Stage 6		
	Calculating with Multiples of 10	Two-Digit Numbers: Calculating with Ones	Two-Digit Numbers: Calculating with Ones	Two-Digit Numbers: Calculating with Tens	Two-Digit Numbers: Calculating with Tens		
Summer 2	Stage 6	Stage 6	Stage 6	Stage 6	Planned in school according to need		
	Make the Next Ten and Then	Make the Next Ten and Then	Make the Previous Ten and Then	Make the Previous Ten and Then			

# Y3



## Y3 Number Sense curriculum

Autumn	Spring			Summer	
	Stage 1 Unit 1 Doubles	Stage 2 Unit 1 2 Times Table	Stage 2 Unit 2 Square Times Table	Stage 2 Unit 3 5 Times Table	Stage 2 Unit 4 Consolidation
	5 weeks	5 weeks (8 facts)	5 weeks (7 new facts)	5 weeks (6 new facts)	3-5 weeks 21 out of 36 facts learnt by end of Year 3
		$2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$	$3 \times 3 = 9$ $4 \times 4 = 16$ $5 \times 5 = 25$ $6 \times 6 = 36$ $7 \times 7 = 49$ $8 \times 8 = 64$ $9 \times 9 = 81$	$5 \times 3 = 15$ $5 \times 4 = 20$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$	



Number

# Y4



## Y4 Number Sense curriculum

Autumn			Spring						Summer			
Stage 3 Unit 1 Recap	Stage 3 Unit 2 3 Times Table	Stage 3 Unit 3 4 Times Table	Stage 3 Unit 4 6 Times Table	Stage 3 Unit 5 7 Times Table	Stage 3 Unit 6 8 Times Table	Stage 3 Unit 7 9 Times Table	Stage 4 Unit 1 More squares	Stage 4 Unit 2 10&11 TT	Stage 4 Unit 3 12 Times Table	Stage 4 Unit 4 MTC Prep	MTC	Stage 5 Consolidation
3 weeks (0 new facts)	5 weeks (5 new facts) 4 x 3 = 12 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27	5 weeks (4 new facts) 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 <i>30 out of 36 facts learnt by end of Autumn Term</i>	3 weeks (3 new facts) 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54	3 weeks (2 new facts) 8 x 7 = 56 9 x 7 = 63	2 weeks (1 new fact) 9 x 8 = 72	2 weeks (0 new facts) <i>All 36 facts learnt by mid Spring 2</i>	1 wk	1 wk <i>(Remaining facts needed for MTC learnt)</i>	4 weeks	3 weeks	1 wk	3-5 weeks

# Y5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL  VIEW		Free trial	Number Addition and subtraction  VIEW		Number Multiplication and division A  VIEW			Number Fractions A  VIEW			
Spring	Number Multiplication and division B  VIEW			Number Fractions B  VIEW		Number Decimals and percentages  VIEW			Measurement Perimeter and area  VIEW		Statistics  VIEW	
Summer	Geometry Shape  VIEW			Geometry Position and direction  VIEW		Number Decimals  VIEW			Number Negative numbers VIEW	Measurement Converting units  VIEW		Measurement Volume VIEW

# Y6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL  VIEW		Number Addition, subtraction, multiplication and division  VIEW					Number Fractions A  VIEW		Number Fractions B  VIEW		Measurement Converting units VIEW
Spring	Number Ratio  VIEW		Number Algebra  VIEW		Number Decimals  VIEW		Number Fractions, decimals and percentages  VIEW		Measurement Area, perimeter and volume  VIEW		Statistics  VIEW	
Summer	Geometry Shape  VIEW			Geometry Position and direction VIEW	Themed projects, consolidation and problem solving  VIEW							