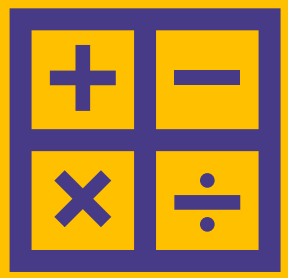
BELIEVING . ACHIEVING . SUCCEEDING

HARDEN

Primary School



MATHS CURRICULUM

INTENT

This document defines the fundamental elements of primary mathematics teaching for mastery. Much of the pedagogy is based on the NCETM's research into primary mathematics teaching in East Asian jurisdictions and follows the long-term plan based on White Rose Maths. It is fully consistent with the Primary National Curriculum in England.

This policy is the formal statement of intent for teaching for mastery in mathematics at Harden Primary. The policy facilitates how we have adapted our lessons to incorporate the fundamental elements of primary mathematics teaching for mastery and how we follow the National Curriculum requirements. The implementation of this policy is the responsibility of all teaching staff. Our curriculum is a cumulative curriculum, so that once a topic is covered it is met many times again in other contexts, therefore building on previous learning.

Aims

We aim to:

- Provide our pupils with a mathematics curriculum which will produce individuals who are numerate, literate, creative, independent, inquisitive, enquiring and confident in the face of challenge and are ready to apply their mathematics skills to the world around them.
- Provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to their full potential.
- Ensure all pupils become fluent in mathematics through varied and frequent practise with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- For children to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language, and
- Enable our pupils to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

  Children who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any new content is accessed. Children who are not sufficiently fluent with earlier materials should consolidate their understanding, including through additional practice, before moving on.]

IMPLEMEMTATION

Teaching and Learning

Teaching and learning follows the National Curriculum learning objectives through the White Rose Maths units for each specific year group.

- Teachers will ensure all children have easy access to a variety of resources to help visualise abstract concepts, and know how to use these resources to visualise concepts and ideas to aid their understanding.
- Teachers will provide children will a variety of opportunities to develop and extend their mathematical skills using a variety of concrete, pictorial and abstract activities including: group work, paired work, whole class teaching and individual work.
- Children are taught efficient and precise written methods for each operation as stated in the school's Calculation Policy.
- Daily lessons include a variety of fluency, problem solving and reasoning activities based on the current maths skill being taught. Children will be given work based on their pre-learning task assessment data.
- Teachers will make full use of ITPs and other computing resources like WRM PPTs and TTRS to enhance their maths lessons.
- Teachers will, wherever appropriate, include mathematics in other subjects including the creative curriculum.

Teaching principles

Teaching is underpinned by a belief in the importance of mathematics and that the vast majority of children can succeed in learning mathematics in line with national expectations for the end of each key stage.

All children are assessed at the start of a unit based on the unit's key objectives; these are based on the children's own working assessment level. Work during the unit is then pitched appropriately based on this data and teacher assessment.

During the unit, the learning needs of each individual child is addressed through careful scaffolding, skilful questioning and appropriate rapid intervention during or after the lesson, in order to provide the necessary support and challenge.

After the unit, children are assessed using a post learning assessment task allowing them to showcase their progress across the unit. This data is then used by teachers, to plan opportunities to further support individuals/groups of children. This can be either through the use of WR end of unit assessments on paper or through Magma Maths.

Factual knowledge (e.g. times tables), procedural knowledge (e.g. formal written methods) and conceptual knowledge (e.g. of place value) are taught in a fully integrated way and are important elements in the learning of mathematics.

Precise mathematical language, modelled in full sentences, is used by teachers and support staff, so that mathematical ideas are conveyed with clarity and precision. Pupils are expected to use the appropriate vocabulary to explain their understanding.

Conceptual variation and procedural variation are used extensively throughout teaching, to present the mathematics in ways that promote deep, sustainable learning. Sufficient time is spent on key concepts to ensure learning is well developed and deeply embedded before moving on. The reasoning behind mathematical processes is emphasised with exploration of how answers are obtained, why the method/strategy worked and what might be the most efficient method/strategy.

Lesson design

The White Rose Maths programmes of study are used as a basis to provide lessons that are carefully sequenced. Learning is broken down into small, connected steps, building from what pupils already know. Potential misconceptions are identified in advance and used as teaching points with strategies to address these.

Key questions are planned and used to challenge thinking and develop learning for all pupils. A variety of contexts and representations are carefully chosen to develop reasoning skills and to help pupils link concrete ideas to abstract mathematical concepts.

Assessment

Assessment is an integral part of teaching and learning in mathematics and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class regularly and use this information, to inform future teaching and learning in lessons and for interventions. Assessment is purposeful and allows teachers to match the current level of work to the needs of each pupil, ensuring progress.

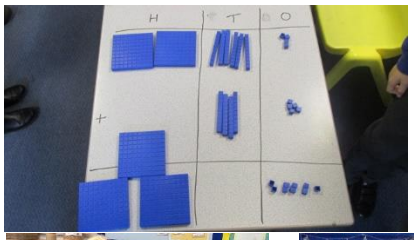
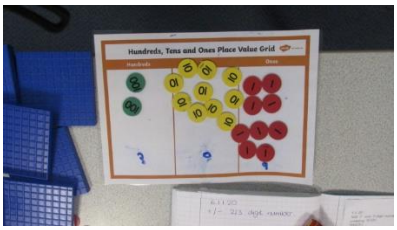
Assessment takes several forms:

- Post learning tasks at the end of each new unit (this can take the form of WR end of unit assessments or End of unit assessments provided by Magma Maths)
- Summative assessment leading towards a data collection (End of Autumn 2, Spring 2 and Summer 2.
- Continuous formative assessment during lessons through quality questioning, paired work, group work, 1:1 work and recorded work in books.

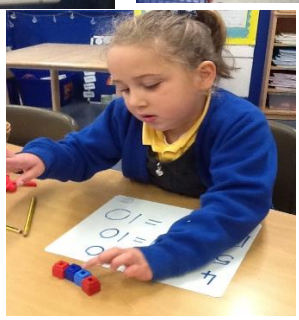
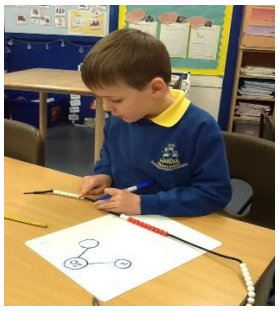
SEQUENCE OF LEARNING

1. Maths Journey

The children are taught through a CPA approach (concrete, pictorial and abstract) which allows them to 'make it, draw it and write it' making links between resources, images and written calculations. Small steps are identified using the White Rose Maths schemes of learning and these are taught in sequential order to make links and build upon previous skills learnt. Children will be taught through a variety of fluency, problem solving and reasoning activities and are expected to show their working out including any explanations using key mathematical vocabulary.




2. Feedback

Feedback will be provided to children both in written and verbal form. Feedback will be provided 'live' in combination with marking post lesson. This allows for learning to be moved on promtly and to negate misconceptions quickly. This will also inform teachers of the next steps in the learning journey that need to be taken.

3. Post-Learning Task (Magma) / Paper WR paper

All units of learning are completed with a short post-learning task.

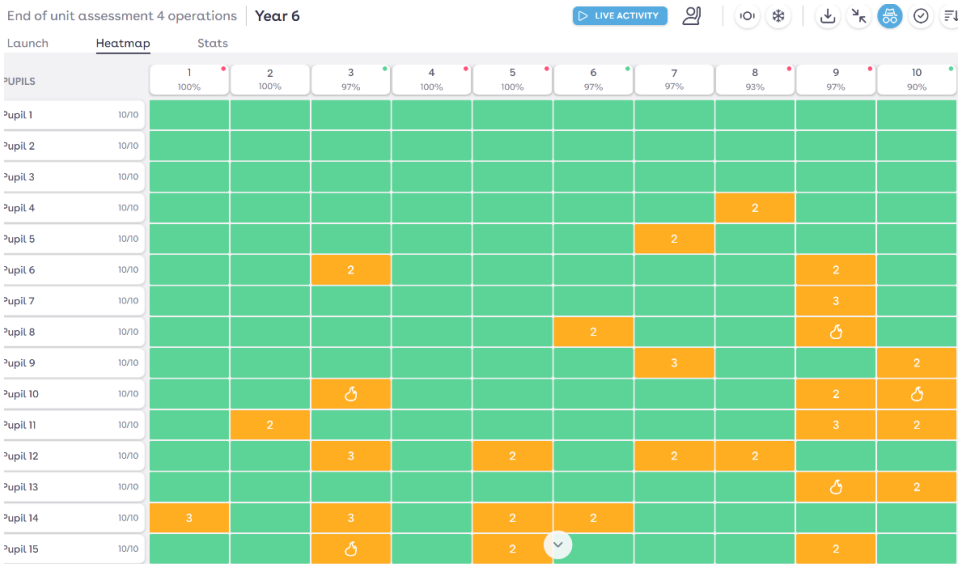
When the unit has been completed, the children are re-assessed using a post-learning task. This activity is marked and analysed on a class grid; the results are used to identify any children who would benefit from specific intervention.

Intervention

Based on the post-learning task results, teachers plan an intevention for specific objectives where children are not yet secure which will be delivered either by the teacher or a teaching assistant. This can be revisited throughout the year according to further assessment results.

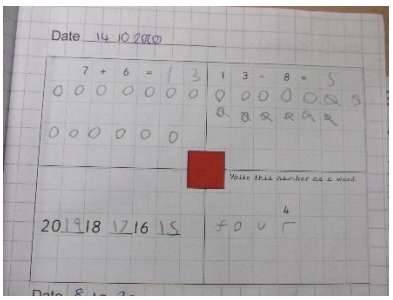
Magma Maths

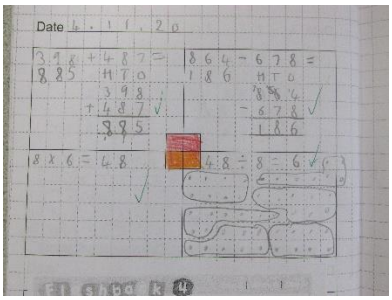
Magma Maths can be used to supplement the primary maths curriculum by providing regular, targeted opportunities for pupils to **practise and develop key mathematical skills through engaging, interactive activities**. It can support fluency, reasoning and problem-solving by allowing pupils to revisit previously taught concepts, build accuracy and develop confidence over time. Teachers can use Magma Maths alongside their usual lessons to provide **retrieval practice, additional consolidation and targeted challenge**, using pupils' performance and responses to identify gaps, address misconceptions and adapt subsequent teaching.

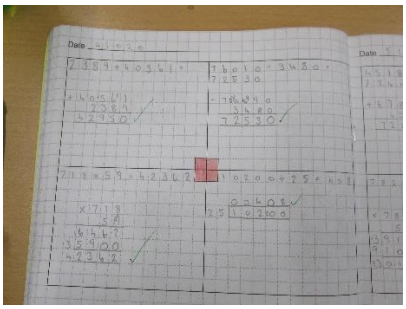


Daily Drilling

Children will spend 15 minutes per day (at least 4 times per week), in addition to their daily maths lesson developing their skills of fluency across the four number operations (addition, subtraction, multiplication and division).

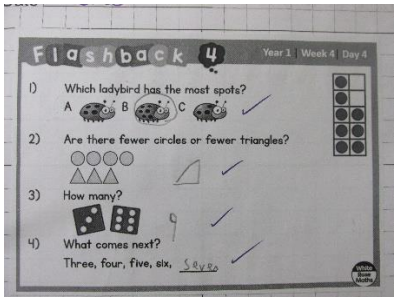


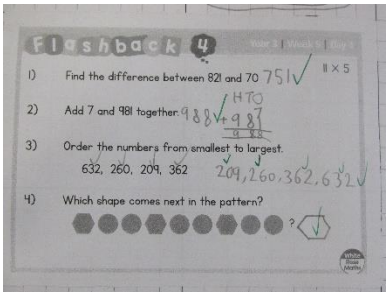


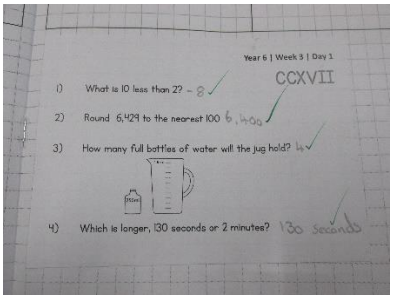


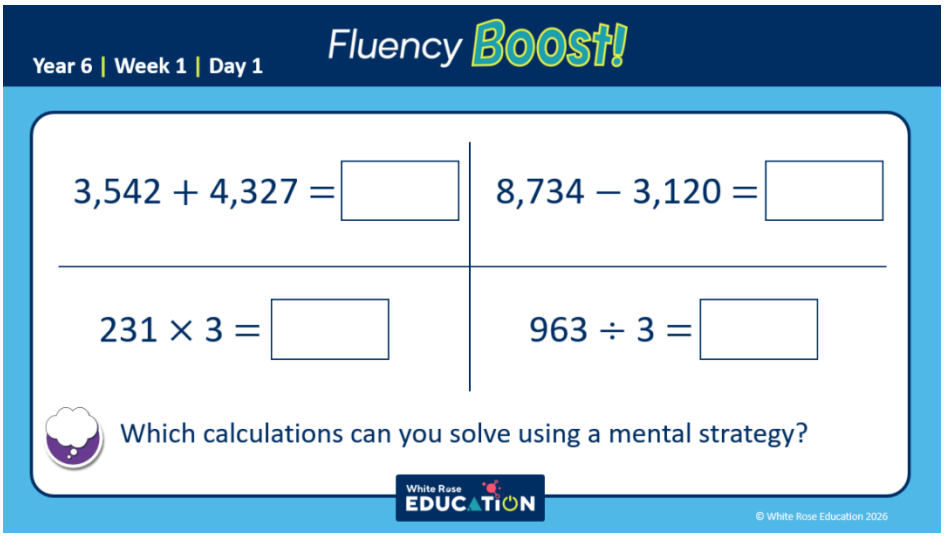
Flashback 4 / Fluency Boost

Children will spend 5 minutes per day in addition to their daily maths lesson revisiting previously taught skills from across the curriculum using the White Rose Maths Flashback Four activities. The first question is something from the previous lesson; the next question is something from the previous week and the third and fourth questions are related to concepts studied in the last month or previous year. This enables learning to be revised continually and to encourage mathematical knowledge development in children's long term memory.









TT Rockstars

Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so practise online using the TT Rockstars app. Children also have access to home learning on the app. Children's achievements are celebrated during achievement assembly when they are rewarded with a certificate for achieving "Going Green" whereby they have mastered all the timestables.

TTRS competitions

Children will also compete as classes within school throughout the year and with other trust schools in TTRs leagues to keep the profile of the app high, whilst being mindful of screentime.

Name ↓	Avg Speed (q/q)	% Accuracy	% Active players	Daily minutes per active player	Avg coins per person	Avg correct answers per person
Year 6	2.58	92.36	97	25s	5,548	630
Year 5	2.65	90.98	97	45s	3,414	694
Year 4	4.42	77.45	97	30s	2,202	347
Year 3	5.00	82.41	71	26s	2,962	316
Year 2	5.47	98.99	3	10s	953	98

	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

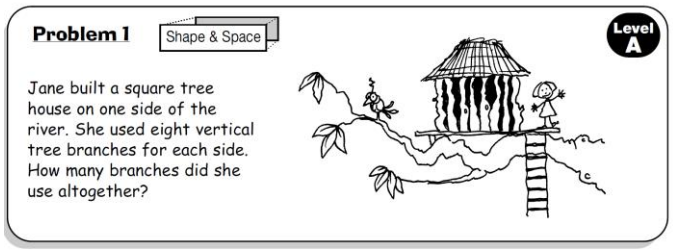


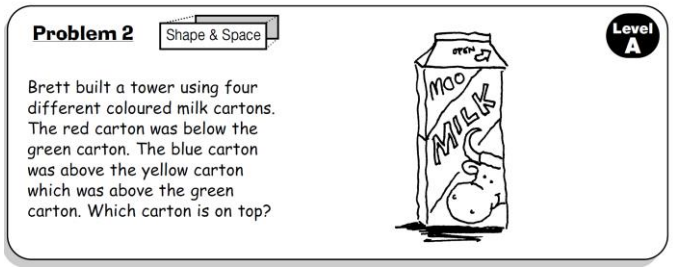




Badger Maths

Badger maths can be used as a problem-solving strand to supplement the wider primary maths curriculum, giving pupils regular opportunities to apply their mathematical knowledge in unfamiliar and increasingly challenging contexts. Rather than teaching new mathematical content, teachers use carefully selected problems to develop pupils' ability to interpret questions, choose appropriate strategies, explain their reasoning, make connections and persevere when a solution is not immediately obvious. Used regularly, badger maths provides a structured opportunity to strengthen problem-solving skills alongside normal maths lessons, with teachers modelling strategies, discussing different approaches and gradually increasing the level of challenge.





CURRICULUM ENRICHMENT

Money week

Money Week was designed to develop pupils' financial literacy, confidence and understanding of money through engaging, real-life contexts. Across the school, children explored concepts such as budgeting, saving, spending and making informed financial choices through practical and interactive activities including role play shops, budgeting challenges, enterprise activities and discussions around financial wellbeing. A range of carefully planned resources from NatWest MoneySense and Money Heroes supported progression from EYFS to Year 6, enabling pupils to apply their mathematical knowledge in meaningful situations. As a result, children demonstrated increased confidence when

discussing money, strengthened their problem-solving and reasoning skills, and developed a greater understanding of financial responsibility and decision-making.

Money Week @ Harden Primary School 2026

Developing financial capability, confidence and accumen

	Monday	Tuesday	Wednesday	Thursday	Friday
EYFS	Help Bunny buy a gift https://moneyheroes.org.uk/resource/help-bunny-buy-a-gift	**Penny Shop**	**Class Shop Role play** https://moneyheroes.org.uk/resource/lets-play-shops	**Money Machines**	**Coin recognition.** **How much money is in my jar? Making the correct amount of money in the jars using British coins.** **https://www.twinkl.co.uk/resource/t-n-4814-how-much-money-is-in-my-money-jar-differentiated-worksheets**
Year 1	**Pocket Money** **https://moneyheroes.org.uk/resource/pocket-money**	**Ice cream shop –Different toppings cost different amounts.**	**Jam Jar Activity**	Toy Time https://moneyheroes.org.uk/resource/toy-time	**Earning Extra Money** **https://natwestthrive.com/resource-hub/earning-extra-money**
Year 2	Keeping track of Money **How To Keep Track of Money | Teaching Money | MoneySense**	Money Keeper https://natwestthrive.com/resource-hub/money-keeper	**The value of money** **https://natwestthrive.com/resource-hub/putting-money-in-value-order**	**Ice cream shop –Different toppings cost different amounts.**	Change Detectives https://natwestthrive.com/resource-hub/change-detectives
Year 3	**Buy a bike!**	Budget Bonanza https://moneyheroes.org.uk/resource/budget-bonanza	**To buy or not to buy** **https://moneyheroes.org.uk/resource/to-buy-or-not-to-buy**	Activity 7 Financial Capability | Activities Cost of Living (KS2)	**Keeping a record** **https://moneyheroes.org.uk/resource/keeping-a-record**
Year 4	**Shopping Sense** **https://moneyheroes.org.uk/resource/shopping-sense**	**Smoothie Shop** https://natwestthrive.com/resource-hub/smoothie-shop	**How does money effect my feelings?** **https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-9-how-does-money-affect-my-feelings/**	**Money Through the ages** **MH_Activity_Sch_Money_Through_The_Ages_0e86940ef4.pdf**	**Saving**
Year 5	Spend, save or give https://natwestthrive.com/resource-hub/spend-save-or-give	**Money and Feelings** **https://natwestthrive.com/resource-hub/money-and-feelings**	**Plan a party** **https://natwestthrive.com/resource-hub/party-planning**	**What is fair trade?** **https://www.fairtrade.org.uk/what-is-fairtrade/what-fairtrade-does/** **https://www.natgeokids.com/uk/primary-resource/fair-trade-geography-primary-resource/**	**Opening a savings account** https://natwestthrive.com/resource-hub/opening-a-savings-account-video

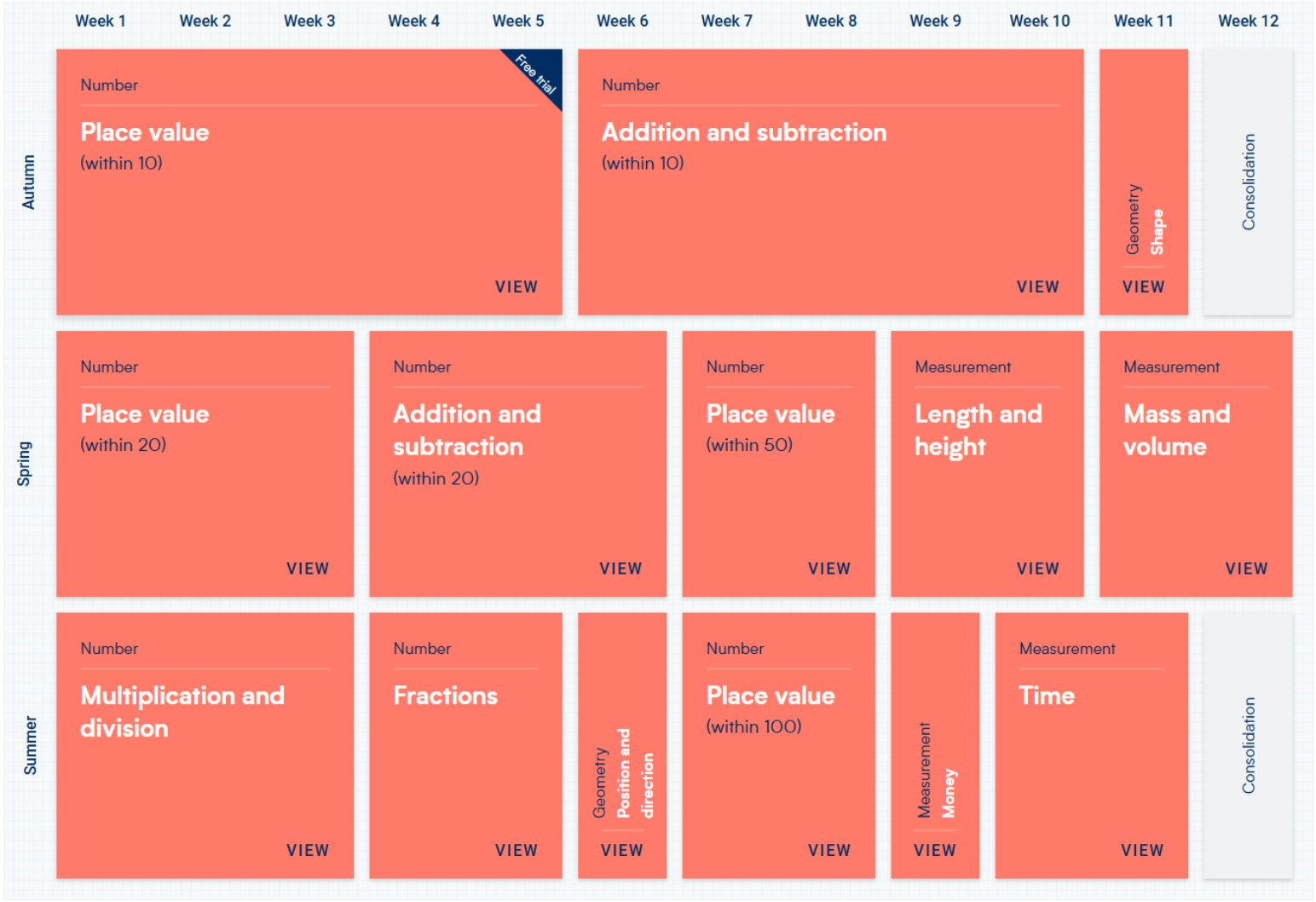
EYFS

In EYFS evidence of mathematical learning can be collected through microsoft sway to create a clear, ongoing picture of each child's development. Rather than relying on formal written work, practitioners can capture photographs and observations of children using concrete resources, such as manipulatives and everyday objects, alongside pictorial representations and examples of children's independent recording. Short video clips and recorded conversations are particularly valuable for showing children explaining their mathematical thinking, solving problems, using mathematical vocabulary and demonstrating their understanding in real contexts. This provides a richer evidence base than a finished worksheet alone, capturing not just what the child can do, but how they think.

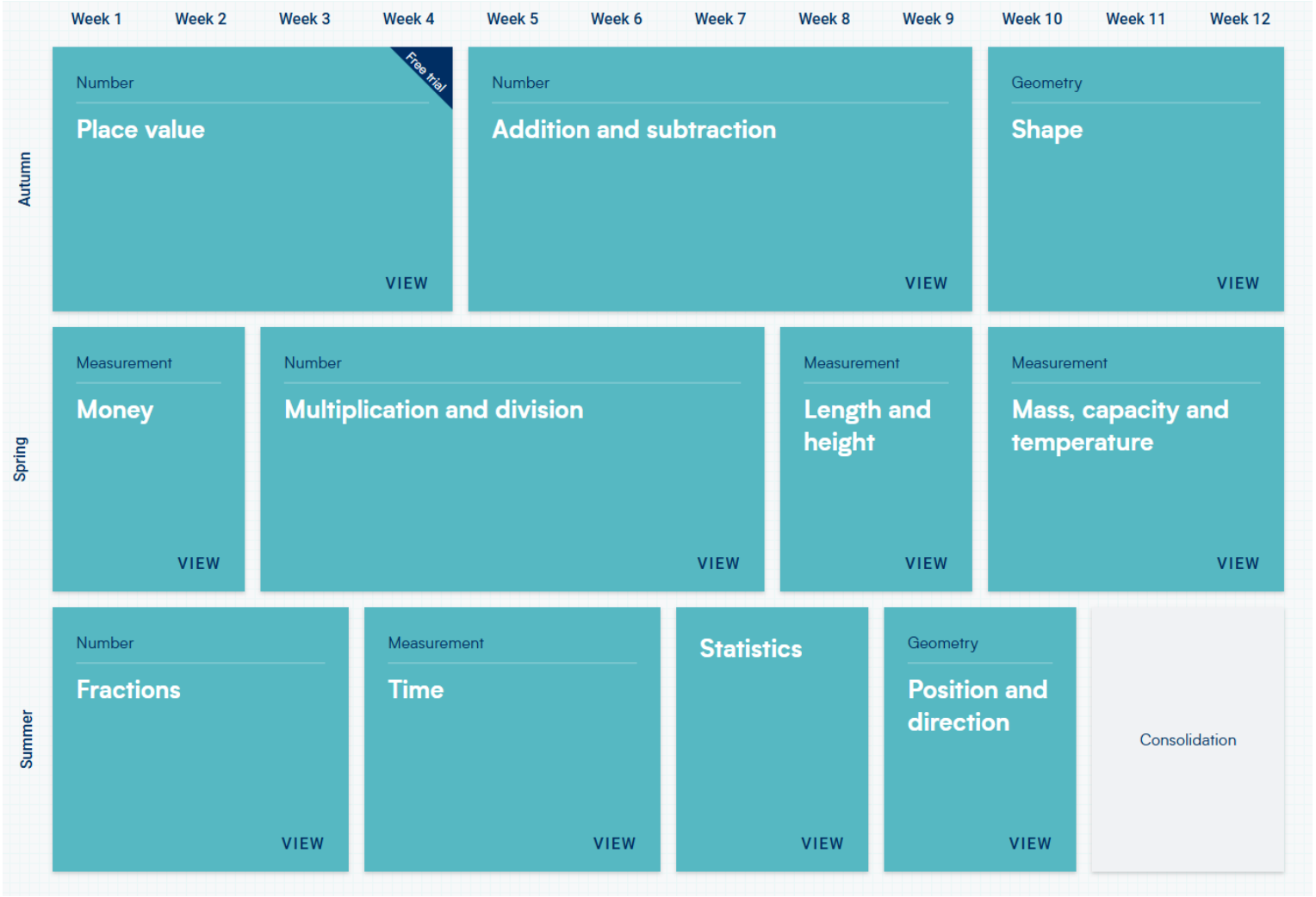
LONG TERM PLAN - RECEPTION



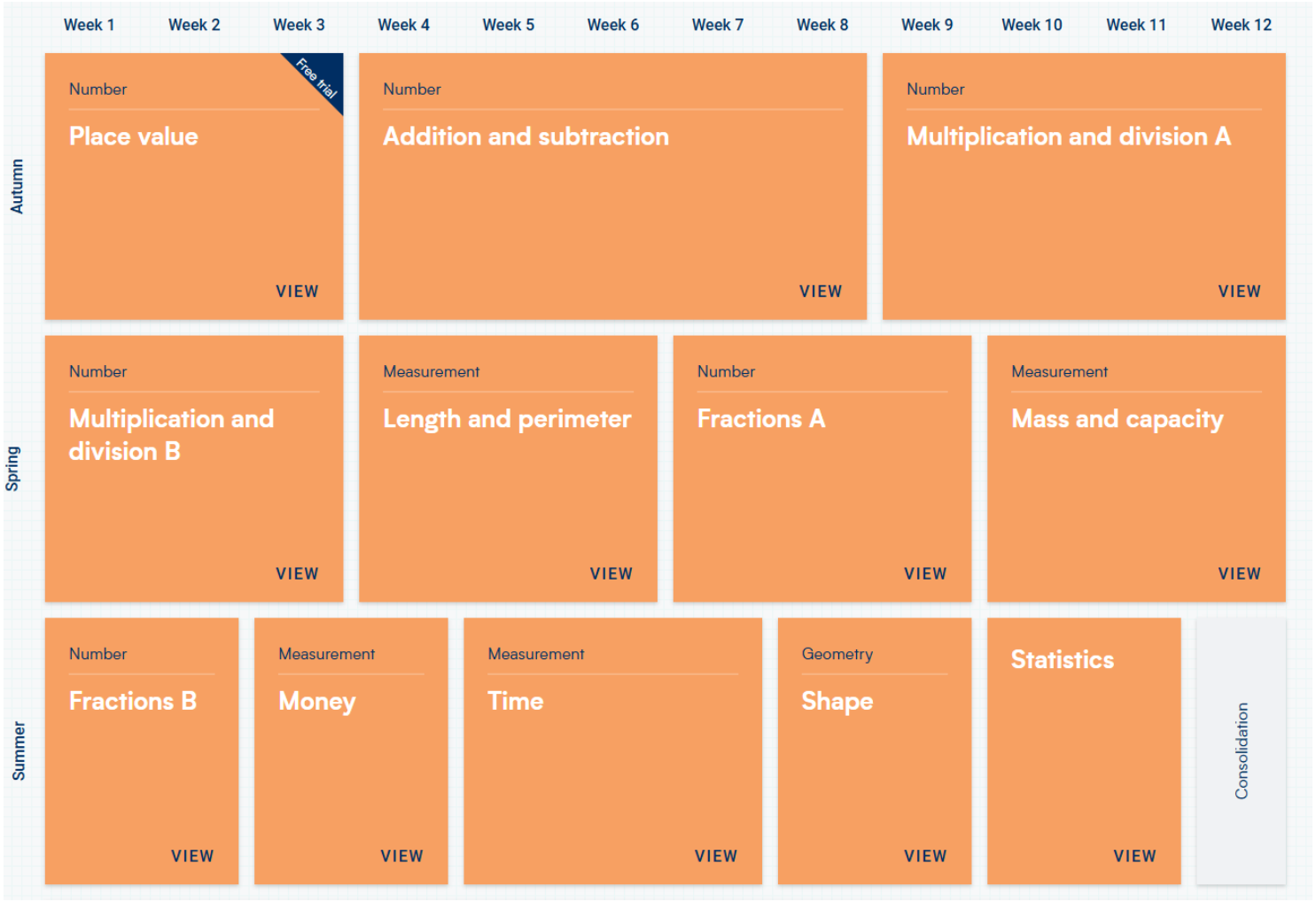
LONG TERM PLAN – YEAR 1



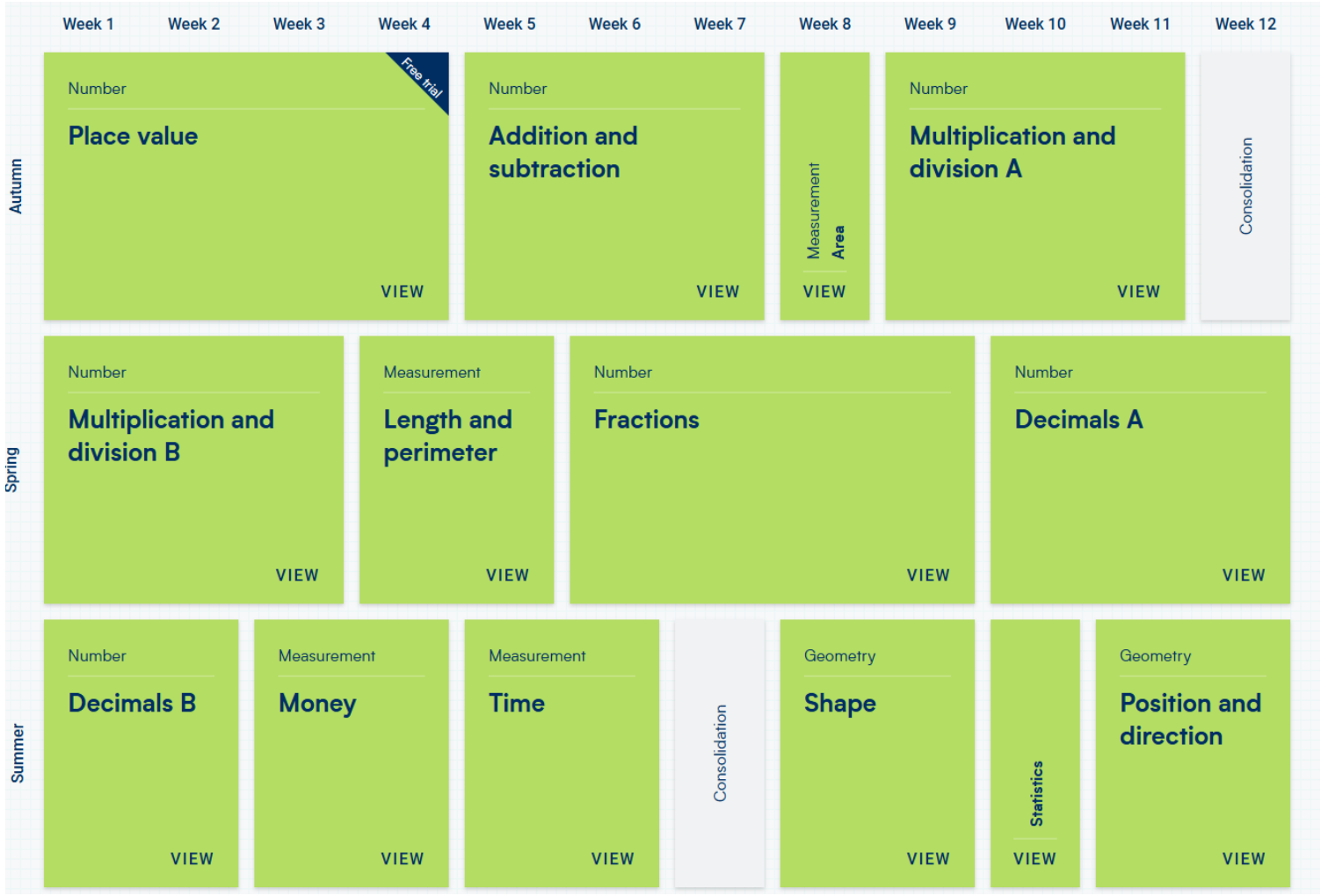
LONG TERM PLAN – YEAR 2



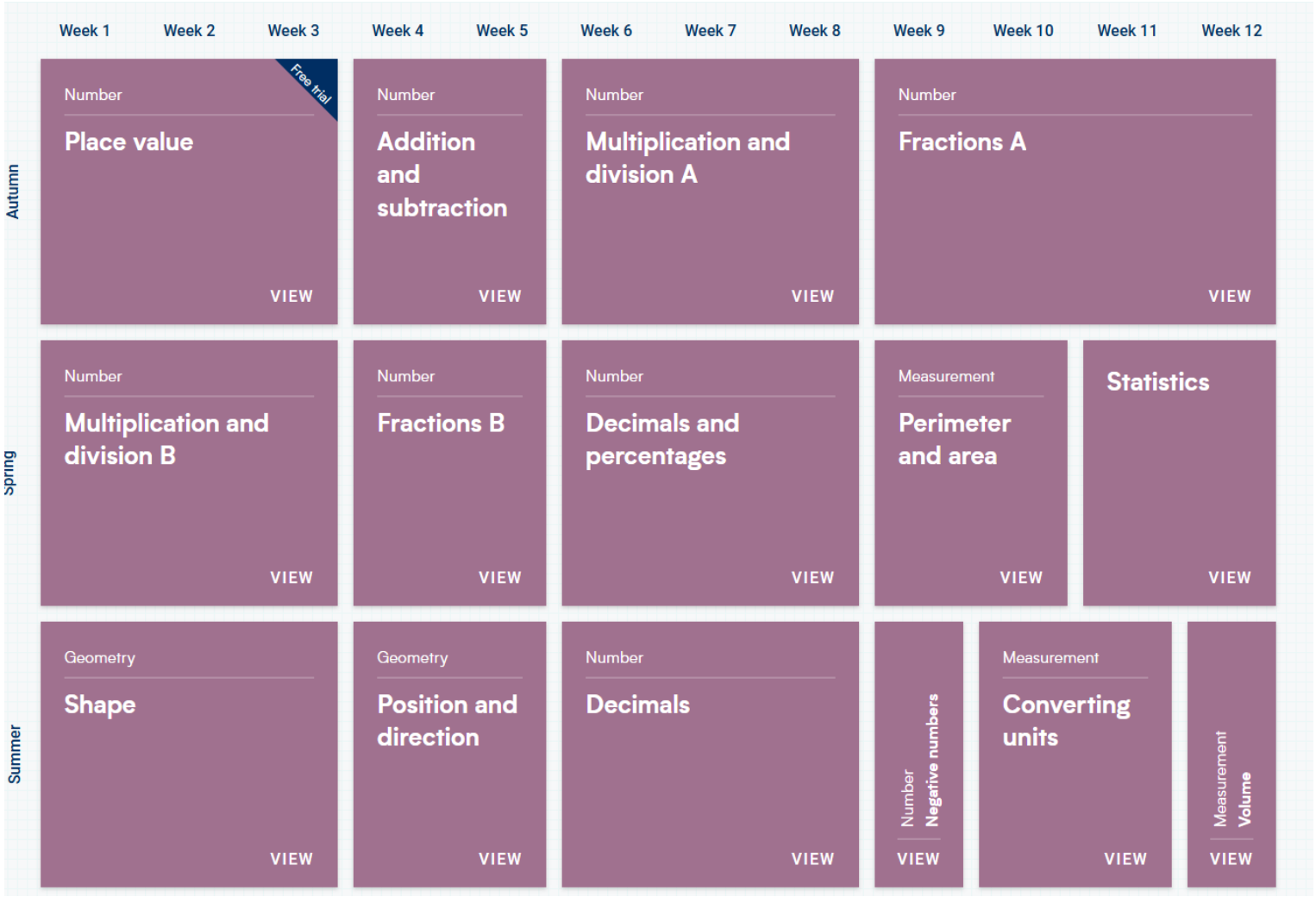
LONG TERM PLAN – YEAR 3



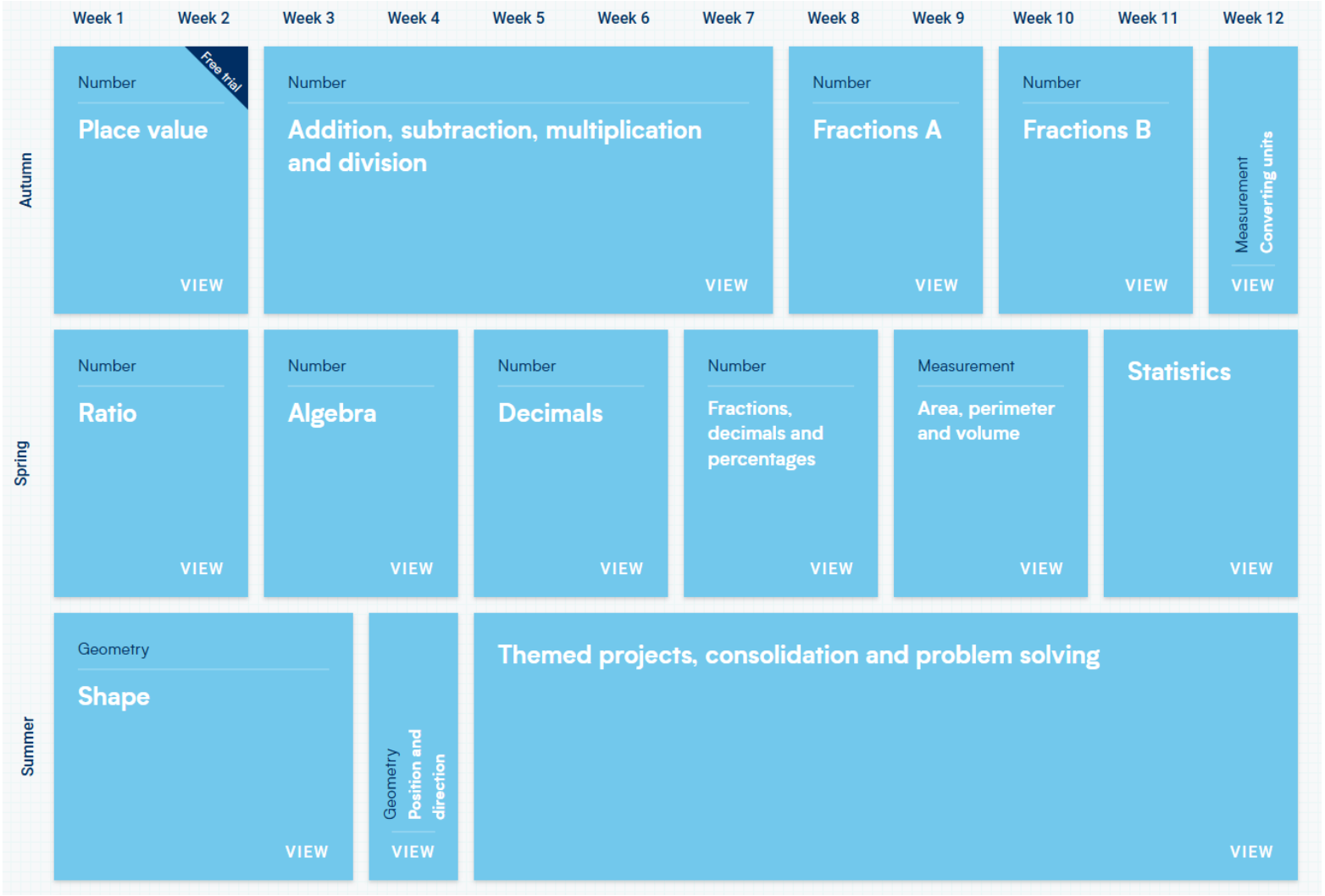
LONG TERM PLAN - YEAR 4



LONG TERM PLAN – YEAR 5



LONG TERM PLAN – YEAR 6



Place value: Count

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero	
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1 Autumn 3	Autumn 1 Autumn 4	Autumn 1 Summer 4	

In the WRM schemes, negative numbers are introduced in Year 5

Place value: Represent

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words	• read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line	• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words	• identify, represent and estimate numbers using different representations • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	• read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals	• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Use and compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• given a number, identify one more and one less	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000	• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit	• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Problems/Rounding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• use place value and number facts to solve problems	• solve number problems and practical problems involving these ideas	• round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers	• interpret negative numbers in context • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	• round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above
	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Addition & subtraction: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• add and subtract one-digit and two-digit numbers to 20, including zero	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➢ a two-digit number and ones ➢ a two-digit number and tens ➢ two two-digit numbers ➢ adding three one-digit numbers	• add and subtract numbers mentally, including: ➢ a three-digit number and ones ➢ a three-digit number and tens ➢ a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers	• perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Addition & subtraction: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• solve problems with addition and subtraction: ➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➢ applying their increasing knowledge of mental and written methods	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Multiplication & division: Recall/Use

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	• recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations	• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	• identify common factors, common multiples and prime numbers • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
	Spring 2	Autumn 3 Spring 1	Autumn 4 Spring 1	Autumn 3	Autumn 2

Multiplication & division: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	• multiply two-digit and three-digit numbers by a one-digit number using formal written layout	• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers
	Spring 2	Autumn 3 Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	• solve problems involving addition, subtraction, multiplication and division
Summer 1	Spring 2	Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Combined

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• use their knowledge of the order of operations to carry out calculations involving the four operations
				Spring 1	Autumn 2

Fractions: Recognise and write

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	• recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	
Summer 2	Summer 1	Spring 3	Spring 4 Summer 1	Autumn 4	

Fractions: Compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators	• recognise and show, using diagrams, families of common equivalent fractions	• compare and order fractions whose denominators are all multiples of the same number	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1
	Summer 1	Spring 3	Spring 3	Autumn 4	Autumn 3

Fractions: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• write simple fractions for example, $\frac{1}{2}$ of 6 = 3	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	• add and subtract fractions with the same denominator	• add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$]
	Summer 1	Summer 1	Spring 3	Autumn 4 Spring 2	Autumn 3 Autumn 4

Fractions: Solve problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• solve problems that involve all of the above		• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
		Spring 3 Summer 1		Spring 2	

Decimals: Recognise, write, compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			• recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places	• read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places	• identify the value of each digit in numbers given to three decimal places
			Spring 4 Summer 1	Spring 3 Summer 3	Spring 3

Fractions, decimals and percentages

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			• solve simple measure and money problems involving fractions and decimals to two decimal places	• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
			Spring 3 Spring 4 Summer1	Spring 3	Spring 3 Spring 4

Ratio and proportion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
					Spring 1

Algebra

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9*	• *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems*	• *solve problems, including missing number problems*			• use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables
					Spring 2

Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3

Measurement

Using measures

MATHS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• compare, describe and solve practical problems for: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time • measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds)	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures	• convert between different units of metric measure • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. • convert between miles and kilometres
Spring 4 Spring 5 Summer 6	Spring 3 Spring 4	Spring 2 Spring 4	Spring 2 Summer 3	Spring 4 Summer 5 Summer 6	Autumn 5

Money

MATHS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• recognise and know the value of different denominations of coins and notes	• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• add and subtract amounts of money to give change, using both £ and p in practical contexts	• estimate, compare and calculate different measures, including money in pounds and pence	• use all four operations to solve problems involving measure [for example, money]	
Summer 5	Spring 1	Summer 2	Summer 2	Summer 3	

Time

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]	• read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	• solve problems involving converting between units of time	• use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa Note – In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units.
Summer 6	Summer 2	Summer 3	Summer 3	Summer 5	Autumn 5

Perimeter, area, volume

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• measure the perimeter of simple 2-D shapes	• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares	• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water]	• recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units
		Spring 2	Autumn 3 Spring 2	Spring 4 Summer 6	Spring 5

2-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D shapes and everyday objects	• draw 2-D shapes	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations	• distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • use the properties of rectangles to deduce related facts and find missing lengths and angles	• draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Autumn 3	Autumn 3	Summer 4	Summer 4	Summer 1	Summer 1

3-D shapes

MATHS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • compare and sort common 3-D shapes and everyday objects	• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		• identify 3-D shapes, including cubes and other cuboids, from 2-D representations	• recognise, describe and build simple 3-D shapes, including making nets
Autumn 3	Autumn 3	Summer 4		Summer 1	Summer 1

Angles and lines

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines	• identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • identify: ➢ angles at a point and one whole turn (total 360°) ➢ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ➢ other multiples of 90°	• find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
		Summer 4	Summer 4	Summer 2	Summer 1

Position and direction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• describe position, direction and movement, including whole, half, quarter and three-quarter turns	• order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		• describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon	• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	• describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Summer 3	Summer 4		Summer 6	Summer 2	Summer 2

Present and interpret data

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• interpret and construct simple pictograms, tally charts, block diagrams and simple tables	• interpret and present data using bar charts, pictograms and tables	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	• complete, read and interpret information in tables, including timetables	• interpret and construct pie charts and line graphs and use these to solve problems
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6

Solve statistical problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data	• solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• solve comparison, sum and difference problems using information presented in a line graph	• calculate and interpret the mean as an average
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6

APPENDIX 1: MATHS BOOK GUIDANCE

Maths Books

KS1 – 1cm square pages *KS2 – 7mm square pages*

- All work to be dated with the skill identified and underlined (not what the children are doing, but what they are learning).

- CPA – different representations *CONCRETE* e.g. practical objects (straws, base 10, counters); *PICTORIAL* e.g. part, part whole, tens frame, bar model); *ABSTRACT* e.g. problem solving and reasoning explanations. Photographs of concrete activities should always show the outcome so that the learning is evident.

- Fluency – examples to learn/consolidate skills in different representations, using procedural variation (each question will move the learning on).

- Problem Solving and Reasoning – examples of problem solving activities for all abilities regularly (per small step), where the children are to show/explain their working out and not just give the answer. Evidence of the use of correct mathematical vocabulary (spelt correctly) to explain method and/or thinking.

- Presentation – work to be stuck in/presented neatly with the answer clearly evident. All lines should be drawn with a ruler and any errors are to be crossed out and not erased.

- Marking – marking (including live marking) is to be regular and up to date so misconceptions can be identified early and acted upon quickly. Evidence of asking children to check any errors, short question/activity to consolidate (if required) or challenge to extend learning; these should be evident 2 or 3 times a week. Improvements or corrections should be completed in green pen and marked so that any further misconceptions can be identified and addressed.

APPENDIX 2: LEARNING ENVIRONMENT GUIDANCE

LEARNING ENVIRONMENT

MATHS TEACHING AND LEARNING GUIDANCE

MUST: (NON-NEGOTIABLES)

Maths working wall needs to be accessible to children to scaffold learning during maths lessons. It should be referred to (active) during the lesson by the Teacher/Teaching Assistant. Children should also be trained to use it as a 'go to' to support their learning.

- ***Maths working wall (ACTIVE) to include***:
  - Age appropriate vocabulary for current topic
  - Strategies (WRM small steps) broken down in to child speak steps
  - Children's work (mixture of fluency, problem solving and reasoning)
  - Variety of representations (CPA)
  - Journey of small steps throughout unit
  - Related sentence STEMS
  - Challenge questions

The other areas of the classroom used to display maths resources, can be built up, added to or changed throughout the year.

- ***Maths working wall (STATIC) to include***:
  - Age appropriate prompts e.g. number bonds, timetables
  - Age appropriate number line/no square
  - Selection of revisit material e.g. arithmetic
  - Times tables

Maths Working Wall further guidance

A strong maths working wall in a primary classroom should be an active teaching and learning tool, not a display of everything the class has done. The strongest evidence points towards a working wall that makes the mathematical structure, vocabulary, representations and connections of the current learning visible, while being deliberately changed as learning develops. This aligns particularly well with the ncetm's five big ideas: coherence, representation and structure, mathematical thinking, fluency and variation.

What should be on it?

1. The current mathematical concept – prominently

- A clear statement of what we are learning, rather than a generic title such as fractions.
- For example: "we are learning to compare fractions with different denominators."
- Keep this focused on the current small step rather than the whole unit.

2. Carefully chosen representations

Use the representations that genuinely expose the structure of the mathematics:

- Number lines
- Bar models
- Part-whole models
- Arrays
- Place-value charts
- Manipulatives/diagrams
- Concrete → pictorial → abstract connections.

The key principle is quality over quantity. Ncetm specifically warns against filling a wall with lots of representations: teachers should select representations because they reveal an important mathematical structure, rather than simply because they are visually appealing.

3. Mathematical vocabulary

Have the essential vocabulary visible and, importantly, use it in context.

For example, during a fractions unit:
Numerator
denominator
equivalent
improper fraction
mixed number
simplify

Rather than simply displaying a word bank, connect vocabulary to diagrams, examples and mathematical sentences.

4. Stem sentences and precise mathematical language

This is particularly valuable for reasoning. For example:

"I know these fractions are equivalent because..."

"When the denominator increases, the size of each part..."
"The whole is divided into ___ equal parts, so each part represents..."

This supports pupils to articulate mathematical relationships rather than simply produce answers.

5. Worked examples – but only the useful ones

Include a small number of carefully selected examples that show why a method works.

Avoid turning the wall into a collection of worked calculations.

A better example would show:

Calculation → representation → explanation → generalisation
For instance:
3/4 = 6/8
Alongside a visual representation and:

"the numerator and denominator have both been multiplied by 2, so the value of the fraction has stayed the same."

This makes the underlying structure visible.

6.Misconceptions and non-examples

This is one of the most powerful additions.
For example:
Is this correct?

1/3 + 1/3 = 2/6
Convince me.

Or:

Which of these is not equivalent to 3/4? Explain why.

This links directly to variation: deliberately varying examples and including what a concept *isn't* helps pupils identify the essential features of the mathematics.

6. Connections to previous learning

"We already know..." section can be extremely useful.

For example:
Fractions → decimals → percentages
Or:
Multiplication → factors → fractions → ratio
The aim is to help children see mathematics as a connected body of knowledge rather than isolated units. This fits strongly with the ncetm emphasis on coherence and connections.

What it should *not* become
I would avoid a working wall that is:

❌ covered in laminated posters

❌ unchanged for an entire half term

❌ a collection of children's work

❌ dominated by colourful maths-themed decorations

❌ overloaded with every possible method

❌ simply a vocabulary display

❌ a permanent multiplication-table/chart wall

❌ so visually busy that pupils cannot identify the important information.

The NCETM guidance is particularly helpful here: more representations are not necessarily better.

Carefully selecting and connecting representations is more effective than presenting pupils with a large number of different models.

A useful structure for Harden Primary Classroom:

Current learning	Represent & see it	Talk & reason
Learning intention	Key representation	Stem sentences
Key example	Model/diagram	Key vocabulary
Small-step progression	Concrete/pictorial link	Misconception
		Convince me…

At the bottom:

Connect it
What does this build on? What will we use next?

The best test is:
"Could a child use this wall to help them think mathematically?"

If the answer is yes, it is functioning as a working wall. If children simply look at it and see a colourful collection of posters, it is functioning as a display.

For a school aiming for strong maths provision, make the working wall dynamic, selective and increasingly abstract.

Teachers should add to it as the class develops understanding, remove representations that are no longer needed, and use it explicitly during teaching and pupil discussion.

This supports the wider evidence base around carefully sequenced teaching, representations, mathematical language, reasoning and reducing cognitive overload.

In short: the working wall should show the *thinking behind the maths*, not simply the maths that has been taught.

APPENDIX 3: DAILY DRILLING GUIDANCE

Daily Drilling Guidance (September 2026)

Daily drilling should be completed for a **minimum**:

Year 1: 4 times a week

Year 2: 4 times a week

Year 3: 4 times a week

Year 4: 4 times a week

Year 5: 4 times a week

Year 6: 4 times a week

All four calculations (+ , - , x and ÷) should be provided for at three different levels:

Green (below ARE) Yellow (ARE) Red (GD)

Record calculation if a balancing equation or missing number etc.

Where appropriate, children should be catered for at their individual level enabling them to access daily drilling.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition	• Addition facts within 10 • Add 1 and 2 digit numbers to 20 (inc. 0)	• Add across 10 • Add within 100 (only 1's/only 10s) • Add within 100 (any 2 digit numbers) • Add three 1 digit numbers	• Add up to 3 digit numbers (columnar method) • Add fractions within 1 (same denominator)	• Add up to 4 digit numbers (columnar method) • Add improper and mixed fractions with the same denominator (bridging whole)	• Add numbers with more than 4 digits (columnar method) • Add numbers up to 2dp • Add improper and mixed fractions with the same denominator (bridging whole)	• Add numbers with more than 4 digits (columnar method) • Add numbers up to 2dp • Add improper and mixed fractions with the same/diff denominator (bridging whole)
Subtraction	• Subtraction facts within 10 • Subtract 1 and 2 digit numbers to 20 (inc. 0)	• Subtract across 10 • Subtract within 100 (only 1's/only 10s) • Add within 100 (any 2 digit numbers)	• Subtract up to 3 digit numbers (columnar method) • Subtract fractions within 1 (same denominator)	• Subtract up to 4 digit numbers (columnar method) • Subtract improper and mixed fractions with the same denominator (bridging whole)	• Subtract numbers with more than 4 digits (columnar method) • Subtract numbers up to 2dp • Subtract improper and mixed fractions with the same denominator (bridging whole)	• Subtract numbers with more than 4 digits (columnar method) • Subtract numbers up to 2dp • Subtract improper and mixed fractions with the same/ diff denominator (bridging whole)
Multiplication	*SEQUENCE* • Count with 100, forwards/backwards from any number • Count in multiples of 2, 5 and 10 • Count on and back through odd numbers	• Repeated addition (2x, 5x, 10x) • Multiply 2x, 5x and 10x	• Multiply 2x,3x, 4x, 5x, 8x and 10x • Multiply 2 digit x 1 digit (using 2,3,4,5,8 and 10x tables)	• Multiply using all tables up to 12x12 • Multiply 2 digit and 3 digit numbers by 1 digit numbers • Multiply by 10 and 100	• Multiply using all tables up to 12x12 • Multiply upto 4 digit numbers by 1 and 2 digit numbers • Multiply by 10 and 100 • Multiply proper fractions and mixed numbers by whole numbers	• Multiply using all tables up to 12x12 • Multiply upto 4 digit numbers by 1 and 2 digit numbers • Multiply by 10 and 100 (upto 3dp) • Multiply proper fractions and mixed numbers by whole numbers • Multiply simple pars of proper fractions • Multiply 1 digit numbers with up to 2dp by whole numbers
Division	*COMPARING* • Compare using <> and = within 20 •	• Grouping and division equations (2x, 5x, 10x) • Half of (up to 20)	• Divide 2 digit by 1 digit (using 2,3,4,5,8 and 10x tables)	• Divide 2 and 3 digit (using all tables) • Divide by 10 and 100	• Divide up to 4 digits (using all tables) and find remainders • Divide by 10 and 100	• Divide up to 4 digits (using all tables) and find remainders • Divide by 10 and 100 • Divide proper fractions by whole numbers • Divide to give answer up to 2dp

A variety of calculation types should be shown over time e.g. missing number, answer first, balancing equations, use of decimals, fractions or percentages (appropriate to age group).

Children's books must be monitored to check for progress or lack of and any misconceptions. Also, encourage children to move on/back to allow for appropriate pitch.

All work should be dated.

Challenge: For children who complete all four calculations, a challenge should be provided. The challenge should allow children to revisit previous skills (suggested assertive mentoring questions).

Marking: Marking should be completed on the same day with the whole session taking no longer than 15 minutes. A mixture of teacher/pupil working through each calculation and giving the children the answers should be used. Children should mark their own answers and show where they went wrong.