Weekly Timetable – Autumn 1 - Maths

w/c	3rd Sept *2 days*	7th Sept *5 days*	14th Sept *5 days*	21st Sept *5 days*	28th Sept *5 days*	5th Oct *5 days*	12th Oct *5 days*	19th Oct *5 days*	26th Oct *5 days*	2nd Nov *5 days*	9th Nov *5 days*	16th Nov *5 days*	23rd Nov *5 days*	30th Nov *5 days*	7th Dec *5 days*	14th Dec *5 days*
Nursery	**Number Recognition**									**Shape**						
Reception	**Sorting** Same/Different	**Number Recognition** 1-20		**Patterns**		**Number Recognition** 1-20				**Measure**		**Estimation**	**Number Recognition** 1-20		**More or Less**	**Number Recognition** 1-20
Year 1	**Getting along together**	**Place value** Counting <10	**Place value** Number sense < 10	**Addition** < 10		**Subtraction** < 10				**Place value** Number sense < 20		**Addition** < 20		**Subtraction** < 20		
Year 2	**Getting along together**	**Place value** < 100		**Addition** < 100: number bonds		**Subtraction** < 100: number bonds				**Place value** < 100	**Addition** < 100: Crossing over 10s		**Subtraction** < 100: Crossing over 10s		**Multiplication & division** 2x, 5x, 10x	
Year 3	**Getting along together**	**Place value** < 1,000		**Addition** TO + TO		**Subtraction** TO – TO				**Place value** < 1,000	**Addition** HTO + TO / HTO + HTO		**Subtraction** HTO – TO / HTO – HTO		**Multiplication & division** 2x, 3x, 4x, 5x, 6x, 8x 10x	
Year 4	**Getting along together**	**Place value** < 10,000		**Addition** Formal written method		**Subtraction** Formal written method				**Place value** < 100,000 Negative numbers	**Addition** Problem solving & reasoning		**Subtraction** Problem solving & reasoning		**Multiplication & division** 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, 12x	
Year 5	**Getting along together**	**Place value** < 100,000 decimals		**Addition** Inc. decimal numbers		**Subtraction** Inc. decimal numbers				**Place value** <1,000,000	**Addition and Subtraction** Problem solving & reasoning		**Multiplication & division** ThHTO x TO and ThHTO ÷ TO			**Primes, factors, squares & cubes**
Year 6	**Getting along together**	**Place Value** <100,000	**Application and Reasoning**	**Addition & subtraction**	**Multiplication & division** (including fractions)	**Application and Reasoning**	**Decimals & percentages**			**Ratio and Proportion**	**Capacity and Measurement**	**Application and Reasoning**	**Perimeter and Area**	**Volume**	**Application and Reasoning**	**Data handling**

HALF TERM

Weekly Timetable – Autumn 1 - Maths

	Week 1 3rd Sept (2 days)	Week 2 7th Sept (5 days)	Week 3 14th Sep (5 days)	Week 4 21st Sept (5 days)	Week 5 28th Sept (5 days)	Week 6 5th Oct (5 days	Week 6 12th Oct (5 days)
Year 1	**Getting Along together** **Day 1:** Exploring Maths – What is maths? What mathematically language do we know? Create team names and team cheers Problem solving skills – What do we do if we are struggling in class? **Day 2:** Introduce to the skills of maths - Working systematically - Trial and error - Finding patterns - Working backwards - Visualising - Conjecturing - Reasoning logically *Which skills will you use to solve these problems?* Collaborative Maths activities from NRICH (EYFS pitch) https://nrich.maths.org/9718 https://nrich.maths.org/8863 https://nrich.maths.org/12744	**Place Value** NC Objectives : • *read and write numbers from 1 to 20 in numerals and words.* • *count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number* • *count, read and write numbers to 100 in numerals* • *given a number, identify one more and one less* • *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least* **Use the week to focus on:** - counting up to 10 - reading and writing numbers up to 10 - finding one more/one less than a number **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-1-Number-Place-Value.pdf **Outcomes:** - all children can draw digits 0 – 10 - all children can identify quantities up to 10 - all children can find one more or one less than a number - most children will be able to find two more or two less than a number - some children may be able to reason about why some numbers are greater/lesser, using	**Place Value** NC Objectives : • *read and write numbers from 1 to 20 in numerals and words.* • *count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number* • *count, read and write numbers to 100 in numerals* • *count in multiples of twos, fives and tens* • *given a number, identify one more and one less* • *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least* **Use the week to look at:** - explore the part-part whole model in relation to counting to 10 (ten frame) - ordering numbers and amounts - comparing numbers **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-1-Number-Place-Value.pdf **Outcomes:** - all children can explain parts and how they make a whole - all children are familiar with a ten frame - all children can explain why some numbers are	**Addition <10** NC Objectives : • *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs* • *represent and use number bonds and related subtraction facts within 20* • *add and subtract one-digit and two-digit numbers to 20, including zero* • *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.* **Use the week to look at:** - composition of numbers up to 5 and then 10 - commutative law - adding zero - adding to 10 - the addition symbol and language of addition Secure an understanding of the numberbonds to 5 and 10 within this week. This is an EYFS goal but some children may have left without this essential knowedge **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children know their numberbonds to 5 and 10 - all children can illustrate their numberbonds using a ten frame and the	**Addition <10** NC Objectives : • *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs* • *represent and use number bonds and related subtraction facts within 20* • *add and subtract one-digit and two-digit numbers to 20, including zero* • *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.* **Use the week to look at:** - composition of numbers up to 5 and then 10 - commutative law - adding zero - adding within 10 **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children know how to add within 10 - all children can illustrate their numberbonds using a ten frame and the part-part-whole model - all children understand that adding zero does not affect the value - all children can write their numberbonds using abstract representation and familiarity with the + symbol	**Subtraction <10** NC Objectives : • *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs* • *represent and use number bonds and related subtraction facts within 20* • *add and subtract one-digit and two-digit numbers to 20, including zero* • *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.* **Use the week to look at:** - the part- part whole model as a strategy to find the missing part - subtraction number bonds to 10 (10 – 7 = 3 etc.) and understanding how this links to known facts - subtracting 0 **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children know their numberbonds to 5 and 10 - all children can illustrate their numberbonds using a ten frame and the part-part-whole model - all children understand that subtracting zero does not affect the value	**Subtraction <10** NC Objectives : • *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs* • *represent and use number bonds and related subtraction facts within 20* • *add and subtract one-digit and two-digit numbers to 20, including zero* • *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.* **Use the week to look at:** - the part- part whole model as a strategy to find the missing part - subtraction number bonds within 10 (9 – 7 = 2 etc.) and understanding how this links to known facts - subtracting 0 **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children know how to subtract within 10 - all children can illustrate their numberbonds using a ten frame and the part-part-whole model - all children understand that subtracting zero does not affect the value - all children can write their numberbonds us-

Weekly Timetable – Autumn 1 - Maths

		a range of resources to illustrate their ideas	greater/lesser than others, using a range of resources - most children can explain the order of the parts makes no difference to the whole - most can write the corresponding number sentence - most children can count on from a given number	part-part-whole model - all children understand that adding zero does not affect the value - all children can write their number-bonds using abstract representation and familiarity with the + symbol - most children can use the correct terminology for parts of an addition sentence (addends and sum)	- all children can use the correct terminology for parts of an addition sentence (addends and sum) - most children will be able to use their numberbond knowledge and explain the relationship between their numberbond knowledge and number facts within 10	- all children can write their numberbonds using abstract representation and familiarity with the - symbol - most children can use the correct terminology for parts of a subtraction sentence (minuend, subtrahend and difference)	ing abstract representation and familiarity with the + symbol - all children can use the correct terminology for parts of a subtraction sentence (minuend, subtrahend and difference) - most children will be able to use their numberbond knowledge and explain the relationship between their numberbond knowledge and number facts within 10
		Maths Meetings: ***Number recognition 0 – 5*** By the end of Reception, children are expected to be able to read, write and recognise amounts up to 20. Use the Maths Meetings to focus on a number and discuss it in a range of representations. For further guidance, see the EYFS lead or Maths lead. ***More or Less*** By the end of Reception, children are expected to be able to find one more or less of an amount (use of concrete manipulatives is permited). Use these Maths Meetings to find one more and one less of your focus number (i.e. Monday – the number 1 – what is one more than 1? What is one less than 1?) Share with your class a variety of models and representations. For further guidance, see the EYFS lead or Maths lead.	**Maths Meetings:** ***Number recognition 0 – 5*** By the end of Reception, children are expected to be able to read, write and recognise amounts up to 20. Use the Maths Meetings to focus on a number and discuss it in a range of representations. For further guidance, see the EYFS lead or Maths lead. ***More or Less*** By the end of Reception, children are expected to be able to find one more or less of an amount (use of concrete manipulatives is permited). Use these Maths Meetings to find one more and one less of your focus number (i.e. Monday – the number 1 – what is one more than 1? What is one less than 1?) Share with your class a variety of models and representations. For further guidance, see the EYFS lead or Maths lead.	**Maths Meetings:** ***Number recognition 6 – 10*** By the end of Reception, children are expected to be able to read, write and recognise amounts up to 20. Use the Maths Meetings to focus on a number and discuss it in a range of representations. For further guidance, see the EYFS lead or Maths lead. ***More or Less*** By the end of Reception, children are expected to be able to find one more or less of an amount (use of concrete manipulatives is permited). Use these Maths Meetings to find one more and one less of your focus number (i.e. Monday – the number 1 – what is one more than 1? What is one less than 1?) Share with your class a variety of models and representations. For further guidance, see the EYFS lead or Maths lead.	**Maths Meetings:** ***Number recognition 6 – 10*** By the end of Reception, children are expected to be able to read, write and recognise amounts up to 20. Use the Maths Meetings to focus on a number and discuss it in a range of representations. For further guidance, see the EYFS lead or Maths lead. ***More or Less*** By the end of Reception, children are expected to be able to find one more or less of an amount (use of concrete manipulatives is permited). Use these Maths Meetings to find one more and one less of your focus number (i.e. Monday – the number 1 – what is one more than 1? What is one less than 1?) Share with your class a variety of models and representations. For further guidance, see the EYFS lead or Maths lead.	**Maths Meetings:** ***Number recognition 11 – 15*** By the end of Reception, children are expected to be able to read, write and recognise amounts up to 20. Use the Maths Meetings to focus on a number and discuss it in a range of representations. For further guidance, see the EYFS lead or Maths lead. ***More or Less*** By the end of Reception, children are expected to be able to find one more or less of an amount (use of concrete manipulatives is permited). Use these Maths Meetings to find one more and one less of your focus number (i.e. Monday – the number 1 – what is one more than 1? What is one less than 1?) Share with your class a variety of models and representations. For further guidance, see the EYFS lead or Maths lead.	**Maths Meetings:** ***Number recognition 11 – 15*** By the end of Reception, children are expected to be able to read, write and recognise amounts up to 20. Use the Maths Meetings to focus on a number and discuss it in a range of representations. For further guidance, see the EYFS lead or Maths lead. ***More or Less*** By the end of Reception, children are expected to be able to find one more or less of an amount (use of concrete manipulatives is permited). Use these Maths Meetings to find one more and one less of your focus number (i.e. Monday – the number 1 – what is one more than 1? What is one less than 1?) Share with your class a variety of models and representations. For further guidance, see the EYFS lead or Maths lead.

Weekly Timetable – Autumn 1 - Maths

Year 2	**Getting Along together** **Day 1:** Exploring Maths – What is maths? What mathematicall y language do we know? Create team names and team cheers Problem solving skills – What do we do if we are struggling in class? **Day 2:** Introduce to the skills of maths - Working systematically - Trial and error - Finding patterns - Working backwards - Visualising - Conjecturing - Reasoning logically *Which skills will you use to solve these problems?*	**Place Value <100** NC Objectives: • *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward* • *recognise the place value of each digit in a two-digit number (tens, ones)* • *identify, represent and estimate numbers using different representations, including the number line* • *compare and order numbers from 0 up to 100; use <, > and = signs* • *read and write numbers to at least 100 in numerals and in words* • *use place value and number facts to solve problems.* **Use the week to focus on:** - Understanding the value of the tens column and the transition from the ones column to the tens column - Expose the children to a variety of different representations and explorations of numbers up to 50 including, but not exclusive to: numberlines, 100 squares, 100 bead strings, dienes and corresponding pictorial methods - Focus on numbers up to 50 throughout the lesson and in the Maths Meetings - Look at multiples of 10 up to 50 as well as numbers up to 50 with values in the ones column - Compare and order numbers up to 50 **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-	**Place Value <100** NC Objectives : • *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward* • *recognise the place value of each digit in a two-digit number (tens, ones)* • *identify, represent and estimate numbers using different representations, including the number line* • *compare and order numbers from 0 up to 100; use <, > and = signs* • *read and write numbers to at least 100 in numerals and in words* • *use place value and number facts to solve problems.* **Use the week to focus on:** - Understanding the value of the tens column and the transition from the ones column to the tens column - Expose the children to a variety of different representations and explorations of numbers up to 100 including, but not exclusive to: numberlines, 100 squares, 100 bead strings, dienes and corresponding pictorial methods - Focus on numbers up to 100 - Look at multiples of 10 up to 100 as well as numbers up to 100 with values in the ones column - Compare and order numbers up to 100 **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-1-Number-Place-Value.pdf	**Addition** **< 100: number bonds** NC Objectives : • *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* • *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* • *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* • *show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot* • *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.* **Use the week to focus on:** - Use numberbonds to 10 to help children add up numbers between 20 and 100 up to, **but not regrouping over, ten** - Begin by only affecting the ones column - Continue to build on previous representations such as the part- part whole model and incorporate the idea of values through proportional	**Addition** **< 100: number bonds** NC Objectives : • *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* • *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* • *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* • *show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot* • *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.* **Use the week to focus on:** - Use numberbonds to 10 to help children add up numbers between 20 and 100 up to, but not regrouping over, ten - Build on last week's knowledge by affecting only the tens column and, if secure, affecting both the tens and ones column but **not regrouping over ten.** - Continue to build on previous representations such as the part- part whole model and incorporate the idea of values through proportional modelling (i.e. bar models) **Useful resources and links:** https://www.ncetm.org.uk/resources/50640	**Subtraction** **< 100: number bonds** NC Objectives : • *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* • *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* • *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* • *show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot* • *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.* **Use the week to focus on:** - Use numberbonds to 10 to help children subtract numbers between 20 and 100 up to, **but not regrouping over, ten** - Begin by only affecting the ones column - Continue to build on previous representations such as the part- part whole model and incorporate the idea of values through proportional modelling (i.e. bar models) - Build an understanding of the relationship between addition and subtraction through the models and representations used **Useful resources and links:** https://www.ncetm.org.uk/resources/50640	**Subtraction** **< 100: number bonds** NC Objectives : • *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* • *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* • *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* • *show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot* • *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.* **Use the week to focus on:** - Use numberbonds to 10 to help children subtract numbers between 20 and 100 up to, **but not regrouping over, ten** - Build on last week's knowledge by affecting only the tens column - Continue to build on previous representations such as the part- part whole model and incorporate the idea of values through proportional modelling (i.e. bar models) - Build an understanding of the relationship between addition and subtraction through the models and representations used **Useful resources and links:** https://www.ncetm.org.uk/resources/50640

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	Collaborative Maths activities from NRICH (Year 1 pitch)	Autumn-Block-1-Number-Place-Value.pdf **Outcomes:** - all children can explain the value of the tens column compared to the ones column - all children can compare numbers between 0 and 50 - all children can find one more or one less than a number from 0 to 50 - most children will be able to find two more or two less than a number between 50 and 0	**Outcomes:** - all children can explain the value of the tens column compared to the ones column - all children can compare numbers between 0 and 100 - all children can find one more or one less than a number from 0 to 100 - most children will be able to find two more or two less than a number between 50 and 0	modelling (i.e. bar models) **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children can use their numberbonds to add to the ones column - all children can idraw on a range of representations and models to add one digt to two digit values within 100 - all children can use the language of addition and rite and interpret addition sentences using the addition symbol.	https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children can use their numberbonds to add to the tens column - all children can draw on a range of representations and models to add one digt to two digit values within 100 - all children can use the language of addition and rite and interpret addition sentences using the addition symbol.	https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children can use their numberbonds to subtract from the ones column - all children can draw on a range of representations and models to add one digt to two digit values within 100 - all children can use the language of subtraction and rite and interpret subtraction sentences using the subtraction symbol.	https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children can use their numberbonds to subtract from the tens column - all children can draw on a range of representations and models to add one digt to two digit values within 100 - all children can use the language of subtraction and rite and interpret subtraction sentences using the subtraction symbol
		Maths Meetings: ***Place Value <50 (multiples of 10)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the tens column affects value. Show children a range of representations of numbers up to 50, including building on models they will have encountered before such as the 100 square. ***Place Value <50 (values in the ones column)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the ones column affects value. Show children a range of representations of numbers up	**Maths Meetings:** ***Place Value <50 (multiples of 10)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the tens column affects value. Show children a range of representations of numbers up to 50, including building on models they will have encountered before such as the 100 square. ***Place Value <50 (values in the ones column)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the ones column affects value. Show children a range of representations of	**Maths Meetings:** ***Number bonds to 10 (addition to 10)*** By the end of Year 1, children should have a secure grasp of their number bonds up to 10. They should know with a degree automacity the corresponding number pairs to make 10. Show children a range of representations and models to make 10 such as the part-part whole modela dn the ten frame but also promote automatic recall through the use of games, chants and songs. ***Place value <50 and 100 (value in the ones column)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the ones column	**Maths Meetings:** ***Number bonds to 10 (addition within 10)*** By the end of Year 1, children should have a secure grasp of their number bonds up to 10. They should know with a degree automacity the corresponding number pairs to make 10. Show children a range of representations and models to make 10 such as the part-part whole modela dn the ten frame but also promote automatic recall through the use of games, chants and songs. ***Place value <50 and 100 (value in the ones column)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the ones column affects value. Show children a range of	**Maths Meetings:** ***Number bonds to 10 (subtraction to 10)*** By the end of Year 1, children should have a secure grasp of their number bonds up to 10. They should know with a degree automacity the corresponding number pairs to make 10. Show children a range of representations and models to make 10 such as the part-part whole modela dn the ten frame but also promote automatic recall through the use of games, chants and songs. ***Place value <50 and 100 (value in the ones column)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the ones column affects value. Show children a range of	**Maths Meetings:** ***Number bonds to 10 (subtraction within 10)*** By the end of Year 1, children should have a secure grasp of their number bonds up to 10. They should know with a degree automacity the corresponding number pairs to make 10. Show children a range of representations and models to make 10 such as the part-part whole modela dn the ten frame but also promote automatic recall through the use of games, chants and songs. ***Place value <50 and 100 (value in the ones column)*** By the end of Year 1, children should have a secure understanding of place value up to 100. Explore place value through how changing the digit in the ones column affects value. Show children a range of

Weekly Timetable – Autumn 1 - Maths

		to 50, including building on models they will have encountered before such as the 100 square.	numbers up to 50, including building on models they will have encountered before such as the 100 square.	affects value. Show children a range of representations of numbers up to 100, including building on models they will have encountered before such as the 100 square.	representations of numbers up to 100, including building on models they will have encountered before such as the 100 square.	representations of numbers up to 100, including building on models they will have encountered before such as the 100 square.	representations of numbers up to 100, including building on models they will have encountered before such as the 100 square.

Year 3	**Getting Along together**
	
	Day 1:
	
	Exploring Maths – What is maths? What mathematicall y language do we know?
	
	Create team names and team cheers
	
	Problem solving skills – What do we do if we are struggling in class?
	
	Day 2:
	
	Introduce to the skills of maths
	
	- Working systematically
	
	- Trial and error
	
	- Finding patterns
	
	- Working backwards
	
	- Visualising
	
	- Conjecturing
		Place Value <1000
		NC Objectives :
		• *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number*
		• *recognise the place value of each digit in a three-digit number (hundreds, tens, ones)*
		• *compare and order numbers up to 1000*
		• *identify, represent and estimate numbers using different representations*
		• *read and write numbers up to 1000 in numerals and in words*
		• *solve number problems and practical problems involving these ideas.*
		
		Use the week to focus on:
		
		- read and write numbers up to 1000 (from numerical to written and written form to numerical)
		- introduce the hundreds column as new learning and explore the relationship between the ones, tens and hundreds column
		- make children aware of the thousands column
		
		Useful resources and links:
		https://www.ncetm.org.uk/resources/50640
		
		https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-1-Number-Place-Value.pdf
		
		Outcomes:
		
		- **all children can read, write and interpret numbers up to 1000 in a range of representations including dienes and**
			Place Value <1000
			NC Objectives :
			• *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number*
			• *recognise the place value of each digit in a three-digit number (hundreds, tens, ones)*
			• *compare and order numbers up to 1000*
			• *identify, represent and estimate numbers using different representations*
			• *read and write numbers up to 1000 in numerals and in words*
			• *solve number problems and practical problems involving these ideas.*
			
			Use the week to focus on:
			
			- compare and order numbers within 1000, focusing first upon changes in one column only – 560 compared to 563 and building on this knowledge to compare columns systematicallt.
			- Continue to draw focus to the place value columns and explore the relationship between the ones, tens and hundreds column
			- make children aware of the thousands column
			
			Useful resources and links:
			https://www.ncetm.org.uk/resources/50640
			
			https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-1-Number-Place-Value.pdf
			
			Outcomes:
				Addition TO + TO
				NC Objectives :
				• *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*
				• *estimate the answer to a calculation and use inverse operations to check answers*
				• *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.*
				
				Use the week to focus on:
				
				- Revisit knowledge around regrouping over ten from Year 2, focusing on the ones column or tens column
				- This focus on one place value should help solidify children's knowledge of place value
				
				Useful resources and links:
				https://www.ncetm.org.uk/resources/50640
				https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf
				
				Outcomes:
				
				- **all children will have consolidated addition objectives from Year 2**
					Addition TO + TO
					NC Objectives :
					• *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*
					• *estimate the answer to a calculation and use inverse operations to check answers*
					• *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.*
					
					Use the week to focus on:
					
					- Build on knowledge from Year 2 by exploring addition problems that affect both the tens and ones column without regrouping over 10
					- Explore addition of two two-digit numbers that regroup over 10 and add to 100
					
					Useful resources and links:
					https://www.ncetm.org.uk/resources/50640
					https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf
					
					Outcomes:
					
					- **all children will have consolidated addition objectives from Year 2**
					- **all children will be able to apply their knowledge of place value to add to specific columns and to**
						Subtraction TO - TO
						NC Objectives :
						• *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*
						• *estimate the answer to a calculation and use inverse operations to check answers*
						• *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.*
						
						Use the week to focus on:
						
						- Revisit knowledge from Year 2, focusing on the ones column or tens column i.e 53 – 2 or 53 -20
						- This focus on one place value should help solidify children's knowledge of place value
						
						Useful resources and links:
						https://www.ncetm.org.uk/resources/50640
						https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf
						
						Outcomes:
						
						- **all children will have consolidated subtraction objectives from Year 2**
						- **all children will be able to apply their knowledge of place value to subtract from specific columns**
							Subtraction TO – TO
							NC Objectives :
							• *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*
							• *estimate the answer to a calculation and use inverse operations to check answers*
							• *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.*
							
							Use the week to focus on:
							
							- Expose chidren to exchange when 0 is in the ones column i.e. 50 – 26
							- Secure children's understanding of exchange across the tens column by exploring a range of representations and models i.e. 52 - 26
							
							U Useful resources and links:
							https://www.ncetm.org.uk/resources/50640
							https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf
							
							Outcomes:
							
							- **all children will have consolidated subtraction objectives from Year 2**
							- **all children will be able to apply their knowledge of place**

Weekly Timetable – Autumn 1 - Maths

	- Reasoning logically *Which skills will you use to solve these problems?* Collaborative Maths activities from NRICH (Year 2 pitch)	**pictorial representations.** - **all children can articulate the concept of base ten (that each column becomes ten times greater in value when progressing to the left)** - **some children will begin to apply this to range of contexts and problems**	- **all children can read, write and interpret numbers up to 1000 in a range of representations including dienes and pictorial representations.** - **all children can articulate the concept of base ten (that each column becomes ten times greater in value when progressing to the left)** - **all children will be able to compare and order numbers up to 1000** - **most children will begin to apply this to range of contexts and problems** - **some children may be able to order and compare more than 4 numbers up to 1000**	- **all children will be able to apply their knowledge of place value to add to specific columns** - **most children will be able to solve problems using these skills in a range of different contexts**	**regroup over place value columns** - **all children will be able to solve problems using these skills in a range of different contexts**	- **some children will be able to solve problems using these skills in a range of different contexts**	**value to subtract from specific columns and to exchange across place value columns** - **all children will be able to solve problems using these skills in a range of different contexts**
		Maths Meetings: ***Place value <1000 (multiples of 100)*** By the end of Year 2, children at Applegarth would have been exposed to numbers up to 100.This is a NC objective for Year 3, however, additional time has been built in to either address gaps in understanding numbers up to 100 and the tens and ones column. Additionally, this time can be used to continue to address the Year 3 objective, but with an understanding that children will be acclimatising to the return to school and classroom exprections and this will have a	**Maths Meetings:** ***Place value <1000 (multiples of 10)*** By the end of Year 2, children at Applegarth would have been exposed to numbers up to 100.This is a NC objective for Year 3, however, additional time has been built in to either address gaps in understanding numbers up to 100 and the tens and ones column. Additionally, this time can be used to continue to address the Year 3 objective, but with an understanding that children will be acclimatising to the return to school and classroom exprections and this will have	**Maths Meetings:** ***Timestables 4xs*** In preparation for the MTC in Year 4 and to equip children with key facts, MMs in Year 3 and 4 have a focus on timestables. This structure can be found here: https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jlCC4wvPTH3s8P6emCRn9P3LcudVKHX5 ***Timestables (2xs, 5xs 10xs)*** By the end of Year 2, children would have learnt their 2, 5 and 10 timestable and would be able to articulate the relationship between the 5	**Maths Meetings:** ***Timestables 8xs*** In preparation for the MTC in Year 4 and to equip children with key facts, MMs in Year 3 and 4 have a focus on timestables. This structure can be found here: https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jlCC4wvPTH3s8P6emCRn9P3LcudVKHX5 ***Timestables (2xs, 5xs 10xs)*** By the end of Year 2, children would have learnt their 2, 5 and 10 timestable and would be able to articulate the relationship between the 5 and 10 timestables as well has how the 2 timestable	**Maths Meetings:** ***Timestables 3xs*** In preparation for the MTC in Year 4 and to equip children with key facts, MMs in Year 3 and 4 have a focus on timestables. This structure can be found here: https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jlCC4wvPTH3s8P6emCRn9P3LcudVKHX5 ***Division facts (2xs, 5xs 10xs)*** By the end of Year 2, children would have learnt their 2, 5 and 10 timestable and would be able to articulate the relationship between the 5 and 10 timestables	**Maths Meetings:** ***Timestables 6xs*** In preparation for the MTC in Year 4 and to equip children with key facts, MMs in Year 3 and 4 have a focus on timestables. This structure can be found here: https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jlCC4wvPTH3s8P6emCRn9P3LcudVKHX5 ***Division facts (2xs, 5xs 10xs)*** By the end of Year 2, children would have learnt their 2, 5 and 10 timestable and would be able to articulate the relationship between the 5 and 10 timestables

Weekly Timetable – Autumn 1 - Maths

		domino effect on pace and coverage within a lesson. ***Place value <1000 (multiples of 10)*** By the end of Year 2, children at Applegarth would have been exposed to numbers up to 100.This is a NC objective for Year 3, however, additional time has been built in to either address gaps in understanding numbers up to 100 and the tens and ones column. Additionally, this time can be used to continue to address the Year 3 objective, but with an understanding that children will be acclimatising to the return to school and classroom exprections and this will have a domino effect on pace and coverage within a lesson.	a domino effect on pace and coverage within a lesson. ***Place value <1000 (value in the ones column)*** By the end of Year 2, children at Applegarth would have been exposed to numbers up to 100.This is a NC objective for Year 3, however, additional time has been built in to either address gaps in understanding numbers up to 100 and the tens and ones column. Additionally, this time can be used to continue to address the Year 3 objective, but with an understanding that children will be acclimatising to the return to school and classroom exprections and this will have a domino effect on pace and coverage within a lesson. Place value <1000 (value in the ones column)	and 10 timestables as well has how the 2 timestable links with concepts of odd and even and doubling and halving.	links with concepts of odd and even and doubling and halving.	as well has how the 2 timestable links with concepts of odd and even and doubling and halving.	as well has how the 2 timestable links with concepts of odd and even and doubling and halving.

Weekly Timetable – Autumn 1 - Maths

Year 4

Getting Along together

Day 1:

Exploring Maths – What is maths? What mathematicall y language do we know?

Create team names and team cheers

Problem solving skills – What do we do if we are struggling in class?

Day 2:

Introduce to the skills of maths

- Working systematically

- Trial and error

- Finding patterns

- Working backwards

- Visualising

- Conjecturing

- Reasoning logically

Which skills will you use to solve these problems?

Place Value <10000

NC Objectives :

- *count in multiples of 6, 7, 9, 25 and 1000*
- *find 1000 more or less than a given number*
- *count backwards through zero to include negative numbers*
- *recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)*
- *order and compare numbers beyond 1000*
- *identify, represent and estimate numbers using different representations*
- *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*
- *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.*

Use the week to focus on:

- read and write numbers up to 10000 (from numerical to written and written form to numerical)
- introduce the thousands column as new learning and explore the relationship between the ones, tens, hundreds column and thousands column
- make children aware of the ten thousands column
- explore counting in multiples of 1000

Useful resources and links:
https://www.ncetm.org.uk/resources/50640
https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-1-Number-Place-Value.pdf

Place Value <10000

NC Objectives :

- *count in multiples of 6, 7, 9, 25 and 1000*
- *find 1000 more or less than a given number*
- *count backwards through zero to include negative numbers*
- *recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)*
- *order and compare numbers beyond 1000*
- *identify, represent and estimate numbers using different representations*
- *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*
- *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.*

Use the week to focus on:

- compare and order numbers within 10000, focusing first upon changes in one column only – 5600 compared to 5630 and building on this knowledge to compare columns systematicallt.
- Continue to draw focus to the place value columns and explore the relationship between the ones, tens, hundreds and thousands column
- make children aware of the ten thousands column

Useful resources and links:
https://www.ncetm.org.uk/resources/50640
https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-

Addition – Formal Written Method

NC Objectives :

- *add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate*
- *estimate and use inverse operations to check answers to a calculation*
- *solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.*

Use the week to focus on:

- Begin by securing knowledge of place value by adding two digit and three digit numbers that only affect one column (564 + 20)
- Develop this knowledge by affecting more than one column without re-grouping over ten (564 + 23)
- Introduce column method as a formal method

Useful resources and links:
https://www.ncetm.org.uk/resources/50640
https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-2-Number-Addition-and-Subtraction.pdf

Outcomes:

- all children can correctly place their numbers in the correct place value columns for column addition
- all children can use their numberbonds within 10 to solve addition problems involving two digit and three digit numbers.

Addition – Formal Written Method

NC Objectives :

- *add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate*
- *estimate and use inverse operations to check answers to a calculation*
- *solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.*

Use the week to focus on:

- Develop last week's knowledge by adding to the nearest whole indice of ten (564 + 40)
- Develop this knowledge by exploring regrouping over ten (564 +53)
- Continue to focus on column method as a formal method

Useful resources and links:
https://www.ncetm.org.uk/resources/50640
https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-2-Number-Addition-and-Subtraction.pdf

Outcomes:

- all children can correctly place their numbers in the correct place value columns for column addition
- all children can use their numberbonds within 20 to solve addition problems involving two digit and three digit numbers.
- all children will be familiar with the language of addition and able to apply these terms to their learning

Subtraction – Formal Written Method

NC Objectives :

- *add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate*
- *estimate and use inverse operations to check answers to a calculation*
- *solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.*

Use the week to focus on:

- Begin by securing knowledge of place value by subtracting two digit and three digit numbers that only affect one column (564 - 20)
- Develop this knowledge by affecting more than one column without regrouping over ten (564 - 23)
- Introduce column method as a formal method

Useful resources and links:
https://www.ncetm.org.uk/resources/50640
https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-2-Number-Addition-and-Subtraction.pdf

Outcomes:

- all children can correctly place their numbers in the correct place value columns for column subtraction
- all children can use their numberbonds within 10 to solve subtraction problems involving two digit and three digit numbers.
- all children will be familiar with the language of subtraction and able to apply

Subtraction – Formal Written Method

NC Objectives :

- *add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate*
- *estimate and use inverse operations to check answers to a calculation*
- *solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.*

Use the week to focus on:

- Develop last week's knowledge by subtracting to the nearest whole indice of ten (564 - 60)
- Develop this knowledge by exploring regrouping over ten (564 - 83)
- Continue to focus on column method as a formal method

Useful resources and links:
https://www.ncetm.org.uk/resources/50640
https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-2-Number-Addition-and-Subtraction.pdf

Outcomes:

- all children can correctly place their numbers in the correct place value columns for column subtraction
- all children can use their numberbonds within 20 to solve subtraction problems involving two digit and three digit numbers
- all children will be familiar with the language of subtraction and able to apply these terms to their learning

Weekly Timetable – Autumn 1 - Maths

	Collaborative Maths activities from NRICH (Year 3 pitch)	**Outcomes:** - all children can read, write and interpret numbers up to 10000 in a range of representations including place value counters and pictorial representations. - all children can articulate the concept of base ten (that each column becomes ten times greater in value when progressing to the left) - some children will begin to apply this to range of contexts and problems	[Autumn-Block-1-Number-Place-Value.pdf] **Outcomes:** - all children can read, write and interpret numbers up to 10000 in a range of representations including numberlines and pictorial representations. - all children can articulate the concept of base ten (that each column becomes ten times greater in value when progressing to the left) - all children will be able to compare and order numbers up to 10000 - most children will begin to apply this to range of contexts and problems - some children may be able to order and compare more than 3 numbers up to 10000	- All children will be familiar with the language of addition and able to apply these terms to their learning		these terms to their learning	
		Maths Meetings: ***Place value <1000 (multiples of 10)*** By the end of Year 2, children at Applegarth would have been exposed to numbers up to 100.This is a NC objective for Year 3, however, additional time has been built in to either address gaps in understanding numbers up to 100 and the tens and ones column. Additionally, this time can be used to continue to address the Year 3 objective, but with an understanding that children will be acclimatising to the return to school and classroom exprections and this will have a	**Maths Meetings:** **MTC Baseline Week** o TTRS Soundcheck o Timestables quiz x 4 (focus tables – 4 and 8, 3 and 6, 7, 12)	**Maths Meetings:** ***Timestables 4xs*** In preparation for the MTC in Year 4 and to equip children with key facts, MMs in Year 3 and 4 have a focus on timestables. This structure can be found here: https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jICC4wvPTH3s8P6emCRn9P3LcudVKHX5 ***Multiplication (1 digit by 2 digit)*** By the end of Year 3, children would have a secure knowledge of multiplying a two digit number by 1 digit using formal multiplication. Use these Maths Meetings to	**Maths Meetings:** ***Timestables 8xs*** In preparation for the MTC in Year 4 and to equip children with key facts, MMs in Year 3 and 4 have a focus on timestables. This structure can be found here: https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jICC4wvPTH3s8P6emCRn9P3LcudVKHX5 ***Multiplication (1 digit by 2 digit)*** By the end of Year 3, children would have a secure knowledge of multiplying a two digit number by 1 digit using formal multiplication. Use these Maths Meetings to revisit this knowledge as well as strengthen knowledge of the focus timestable or or a	**Maths Meetings:** ***Timestables 3xs and 6xs*** In preparation for the MTC in Year 4 and to equip children with key facts, MMs in Year 3 and 4 have a focus on timestables. This structure can be found here: https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jICC4wvPTH3s8P6emCRn9P3LcudVKHX5 ***Multiplication (1 digit by 2 digit)*** By the end of Year 3, children would have a secure knowledge of multiplying a two digit number by 1 digit using formal multiplication. Use these Maths Meetings to revisit this knowledge as well as strengthen knowledge of the focus timestable or or a	**Maths Meetings:** **MTC Baseline Week** o TTRS Soundcheck o Timestables quiz x 4 (focus tables – 4 and 8, 3 and 6, 7, 12)

Weekly Timetable – Autumn 1 - Maths

		domino effect on pace and coverage within a lesson. ***Place value <1000 (value in the ones column)*** By the end of Year 2, children at Applegarth would have been exposed to numbers up to 100.This is a NC objective for Year 3, however, additional time has been built in to either address gaps in understanding numbers up to 100 and the tens and ones column. Additionally, this time can be used to continue to address the Year 3 objective, but with an understanding that children will be acclimatising to the return to school and classroom exprections and this will have a domino effect on pace and coverage within a lesson. Place value <1000 (value in the ones column)		revisit this knowledge as well as strengthen knowledge of the focus timestable or or a timestable highlighted by data analysis or TTRS heat map.	timestable highlighted by data analysis or TTRS heat map.	timestable highlighted by data analysis or TTRS heat map.	

Weekly Timetable – Autumn 1 - Maths

Year 5	**Getting Along together** **Day 1:** Exploring Maths – What is maths? What mathematicall y language do we know? Create team names and team cheers Problem solving skills – What do we do if we are struggling in class? **Day 2:** Introduce to the skills of maths - Working systematically - Trial and error - Finding patterns - Working backwards - Visualising - Conjecturing - Reasoning logically *Which skills will you use to solve these problems?*	**Place Value <100000 (inc. decimals)** NC Objectives : • *read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit* • *count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000* • *interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero* • *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* • *read Roman numerals to 1000 (M) and recognise years written in Roman numerals.* **Use the week to focus on:** - Introduce the concept of thousandths (decimals is revisited in Spring 1 and children will have encountered tenths and hundredths in Year 4) - Make children aware of the hundred thousands column - introduce the ten thousands column as new learning and explore the relationship between the ones, tens, hundreds, thousands and ten thousands column - explore counting in multiples of 1000, 100 and 10s **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-5-Autumn-Block-1-Number-Place-Value.pdf	**Place Value <100000 (inc. decimals)** NC Objectives : • *read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit* • *count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000* • *interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero* • *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* • *read Roman numerals to 1000 (M) and recognise years written in Roman numerals.* **Use the week to focus on:** - explore ordering of numbers up to ten thousand, including those with decimals. - Make children aware of the hundred thousands column - introduce the ten thousands column as new learning and explore the relationship between the ones, tens, hundreds, thousands and ten thousands column - compare numbers up to ten thousand, including those with decimals **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-5-Autumn-Block-1-Number-Place-Value.pdf	**Addition (inc. decimal numbers)** NC Objectives : • *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* • *use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy* • *solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.* **Use the week to focus on:** - Begin by consolidating Year 4 knowledge of adding 4 digit and 4 digit numbers to ensure a secure understanding of presentation and place value within column addition - Focus on addition sentences that only affect one column initially (5672 + 1000) and quickly progress to affecting more than one column without regrouping over ten - Once security in columns up to ten thousands isconfirmed, build on Year 5 place value knowledge by adding 5 digit and 4 digit numbers and decimal numbers **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-5-Autumn-Block-2-Number-Addition-and-Subtraction.pdf	**Addition (inc. decimal numbers)** NC Objectives : • *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* • *use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy* • *solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.* **Use the week to focus on:** - Continue to consolidate Year 4 knowledge of adding 4 digit and 4 digit numbers to ensure a secure understanding of presentation and place value within column addition - Focus on addition sentences that only cause regrouping across one column initially (5672 + 400) up to the next indicies of 10 and quickly progress to regrouping over 10 - Once security in regrouping is apparent, children can be exposed to regrouping across more than one column and when regrouping affects the next coloum (i.e. 9345 + 743) **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-5-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children can correctly place their numbers in the correct place value columns for column addition - all children can use their numberbonds	**Subtraction (inc. decimal numbers)** NC Objectives : • *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* • *use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy* • *solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.* **Use the week to focus on:** - Continue to consolidate Year 4 knowledge of subtracting 4 digit and 4 digit numbers to ensure a secure understanding of presentation and place value within column subtraction - Focus on subtraction sentences that only affect one column initially (5672 - 400) - Once security in columns up to ten thousands isconfirmed, build on Year 5 place value knowledge by subtracting 5 digit and 4 digit numbers and decimal numbers **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-5-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children can correctly place their numbers in the correct place value columns for column subtraction - all children can use their numberbonds within 10 to solve sub-	**Subtraction (inc. decimal numbers)** NC Objectives : • *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* • *use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy* • *solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.* **Use the week to focus on:** - Continue to consolidate Year 4 knowledge of adding 4 digit and 4 digit numbers to ensure a secure understanding of presentation and place value within column addition - Focus on subtraction sentences that only cause exchanging across one column initially (5672 - 700) - Once security in exchanging is apparent, children can be exposed to exchanging across more than one column and when exchanging across zero **Useful resources and links:** https://www.ncetm.org.uk/resources/50640 https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-5-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Outcomes:** - all children can correctly place their numbers in the correct place value columns for column subtraction - all children can use their numberbonds

Weekly Timetable – Autumn 1 - Maths

	Collaborative Maths activities from NRICH (Year 4 pitch)	**Outcomes:** - all children can read, write and interpret numbers up to 100000 in a range of representations including place value counters and pictorial representations. - all children can articulate the concept of base ten (that each column becomes ten times greater in value when progressing to the left) - some children will begin to apply this to range of contexts and problems	**Outcomes:** - all children can read, write and interpret numbers up to 100000 in a range of representations including numberlines and pictorial representations. - all children can articulate the concept of base ten (that each column becomes ten times greater in value when progressing to the left) - all children will be able to compare and order numbers up to 100000 - most children will begin to apply this to range of contexts and problems - some children may be able to order and compare more than 3 numbers up to 100000	**Outcomes:** - all children can correctly place their numbers in the correct place value columns for column addition - all children can use their numberbonds within 10 to solve addition problems involving four or more digit numbers - All children will be familiar with the language of addition and able to apply these terms to their learning	within 10 to solve addition problems involving four or more digit numbers - all children are secure with the concept of regrouping using formal column method - all children will be familiar with the language of addition and able to apply these terms to their learning	traction problems involving four or more digit numbers - all children will be familiar with the language of subtraction and able to apply these terms to their learning	within 10 to solve subtraction problems involving four or more digit numbers - all children are secure with the concept of exchanging using formal column method - all children will be familiar with the language of subtraction and able to apply these terms to their learning
		Maths Meetings: ***Place value (decimals)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column. Use this Maths Meeting to revisit this knowledge and solidify their understanding of the decreasing value in the tenths and hundredths columns. ***Place value (rounding decimals – 1d.p)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column and rounding Use this Maths Meeting to revisit this knowledge and solidify their understanding of the	**Maths Meetings:** ***Place value (rounding decimals – 1d.p)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column and rounding Use this Maths Meeting to revisit this knowledge and solidify their understanding of the decreasing value in the tenths and hundredths columns. ***Place value (decimals – x and ÷ by 10)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column and dividing by 10, 100 and 1000. Use this Maths Meeting to revisit this	**Maths Meetings:** ***Place value (rounding decimals – 1d.p)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column and rounding Use this Maths Meeting to revisit this knowledge and solidify their understanding of the decreasing value in the tenths and hundredths columns. ***Place value (decimals – x and ÷ by 10)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column and dividing by 10, 100 and 1000. Use this Maths Meeting to revisit this	**Maths Meetings:** ***Place value (rounding decimals – 1d.p)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column and rounding Use this Maths Meeting to revisit this knowledge and solidify their understanding of the decreasing value in the tenths and hundredths columns. ***Place value (decimals – x and ÷ by 10)*** By the end of Year 4, children will have a secure knowledge of the tenths and hundredths column and dividing by 10, 100 and 1000. Use this Maths Meeting to revisit this knowledge and solidify their understanding of the decreasing	**Maths Meetings:** ***Multiplication (1 digit by 2 digit – multiplier is a multiple of 10)*** By the end of Year 3, children would have a secure knowledge of multiplying a two digit number by 1 digit using formal multiplication. Use these Maths Meetings to revisit this knowledge as well as strengthen knowledge of the focus timestable or or a timestable highlighted by data analysis or TTRS heat map. Focus upon multpiles of 10 to explicitly teach children patterns within base ten. ***Multiplication (1 digit by 2 digit)*** By the end of Year 3, children would have a secure knowledge of multiplying a two digit number	**Maths Meetings:** ***Multiplication (1 digit by 2 digit – multiplier is a multiple of 10)*** By the end of Year 3, children would have a secure knowledge of multiplying a two digit number by 1 digit using formal multiplication. Use these Maths Meetings to revisit this knowledge as well as strengthen knowledge of the focus timestable or or a timestable highlighted by data analysis or TTRS heat map. Focus upon multpiles of 10 to explicitly teach children patterns within base ten. ***Multiplication (1 digit by 2 digit)*** By the end of Year 3, children would have a secure knowledge of multiplying a two digit number

Weekly Timetable – Autumn 1 - Maths

		decreasing value in the tenths and hundredths columns.	knowledge and solidify their understanding of the decreasing value in the tenths and hundredths columns.	knowledge and solidify their understanding of the decreasing value in the tenths and hundredths columns.	value in the tenths and hundredths columns.	by 1 digit using formal multiplication. Use these Maths Meetings to revisit this knowledge as well as strengthen knowledge of the focus timestable or or a timestable highlighted by data analysis or TTRS heat map. Focus upon multpiles of 10 to explicitly teach children patterns within base ten. **Revision of timestable knowledge**	by 1 digit using formal multiplication. Use these Maths Meetings to revisit this knowledge as well as strengthen knowledge of the focus timestable or or a timestable highlighted by data analysis or TTRS heat map. Focus upon multpiles of 10 to explicitly teach children patterns within base ten. **Revision of timestable knowledge**
Year 6	**Getting Along together** **Day 1:** Exploring Maths – What is maths? What mathematicall y language do we know? Create team names and team cheers Problem solving skills – What do we do if we are struggling in class? **Day 2:** Introduce to the skills of maths - Working systematically - Trial and error - Finding patterns	**Place Value** <100,000	**Application and Reasoning**	**Addition & subtraction**	**Multiplication & division** (including fractions)	**Application and Reasoning**	**Decimals & percentages**

Weekly Timetable – Autumn 1 - Maths

	- Working backwards - Visualising - Conjecturing - Reasoning logically *Which skills will you use to solve these problems?* Collaborative Maths activities from NRICH (Year 5 pitch)						
		Maths Meetings:	**Maths Meetings:**	**Maths Meetings:**	**Maths Meetings:**	**Maths Meetings:**	**Maths Meetings:**

Weekly Timetable – Autumn 1 - Maths

	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
Week 1 *WB 3rd Sept*			**INSET**		
				Maths Meeting	**Maths Meeting**
	Day 1 **Monday**	**Day 2** **Tuesday**	**Day 3** **Wednesday**	**Day 4** **Thursday**	**Day 5** **Friday**
Week 2 *WB 7th Sept*					
	Maths Meeting	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**
	Day 1 **Monday**	**Day 2** **Tuesday**	**Day 3** **Wednesday**	**Day 4** **Thursday**	**Day 5** **Friday**
Week 3 *WB 14th Sept*					
	Maths Meeting	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**
	Day 1 **Monday**	**Day 2** **Tuesday**	**Day 3** **Wednesday**	**Day 4** **Thursday**	**Day 5** **Friday**
Week 4 *WB 21st Sept*					

Weekly Timetable – Autumn 1 - Maths

	Maths Meeting	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**
	Day 1 Monday	**Day 2 Tuesday**	**Day 3 Wednesday**	**Day 4 Thursday**	**Day 5 Friday**
Week 5 *WB 28th Sept*					
	Maths Meeting	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**
	Day 1 Monday	**Day 2 Tuesday**	**Day 3 Wednesday**	**Day 4 Thursday**	**Day 5 Friday**
Week 6 *WB 5th Oct*					
	Maths Meeting	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**
	Day 1 Monday	**Day 2 Tuesday**	**Day 3 Wednesday**	**Day 4 Thursday**	**Day 5 Friday**
Week 7 *WB 12th Oct*					
	Maths Meeting	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**	**Maths Meeting**

Weekly Timetable – Autumn 1 - Maths
