



## Maths meetings overview 2020-21

Maths meetings support the continued development of basic mathematical concepts beyond the time when they are taught in a formal lesson. Regular, repetitive, exposure to key concepts will build mathematical fluency and understanding.

A maths meeting should be made up of several short sections – each focusing on a different area of the maths curriculum – and everyone in the class must participate. There must be the same expectation of accurate use of mathematical vocabulary as in the main maths lessons.

Below is a list of key concepts that should be revisited during the daily maths meetings for each year group. The lists build through the terms: the autumn term reinforces concepts learned in previous years; subsequent terms continue to revisit knowledge taught in previous year groups, but then adds concepts from the current academic year. Guidance for topics that should be covered as a year group and when it should be delivered is in the Maths Meetings Overview.

Even though some concepts may seem basic for your year group, it is important that skills from previous years are revisited and practised to ensure that the children have a secure grasp on them and are able to use them independently.

The maths meeting takes place four days a week (every day other than your PPA day) and lasts for approximately 30 minutes. The format of the lesson is usually less formal than the morning maths session and can use: quizzes; games; chants; songs; etc. Design the sessions in a way that supports and engages your class.

Concrete resources may be particularly helpful during maths meetings; as well as providing support to children, they can also be used to challenge the children, e.g. in proving why a solution to a calculation may be correct or incorrect.

The following lists are not exhaustive; use your own assessments to inform the content of your maths meetings on a weekly basis.



## Autumn Term

<b>Year 1</b>	<ul style="list-style-type: none"><li>• Number bonds</li><li>• Counting (what is __ more than __; what is __ less than __)</li><li>• Days of the week</li><li>• Months of the year</li><li>• Names of shapes</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Number bonds</li><li>• Counting (what is __ more than __; what is __ less than __)</li><li>• Days of the week</li><li>• Months of the year</li><li>• Names of shapes</li><li>• Properties of 2D shapes</li><li>• Times tables (2x, 5x, 10x)</li><li>• Doubles and halves</li><li>• Time (o'clock, half past)</li><li>• Patterns</li><li>• Money</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Number bonds</li><li>• Counting (what is __ more than __; what is __ less than __)</li><li>• Days of the week</li><li>• Months of the year</li><li>• Names of shapes</li><li>• Properties of 2D and 3D shapes</li><li>• Times tables (2x, 3x, 4x, 5x, 10x)</li><li>• Doubles, halves and quarters</li><li>• Time (o'clock, half past, quarter to)</li><li>• Movement / directions (half turns, quarter turns, etc.)</li><li>• Patterns</li><li>• Money</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Number bonds</li><li>• Counting (what is __ more than __; what is __ less than __)</li><li>• Times tables (2x, 3x, 4x, 5x, 6x, 8x, 10x, 11x)</li><li>• Fractions of an object</li><li>• Time (o'clock, half past, quarter to)</li><li>• Movement / directions (half turns, quarter turns, etc.)</li><li>• Properties of 2D and 3D shapes</li><li>• Patterns</li><li>• Money</li><li>• Interpreting data</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Number bonds</li><li>• Counting (what is __ more than __; what is __ less than __)</li><li>• Times tables (all up to 12 x 12)</li><li>• Fractions of an object</li><li>• Rounding</li><li>• Time (o'clock, half past, quarter to)</li><li>• Movement / directions (half turns, quarter turns, etc.)</li><li>• Properties of 2D and 3D shapes</li><li>• Patterns</li><li>• Money</li></ul>



	<ul style="list-style-type: none"> <li>• Interpreting data</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Number bonds</li> <li>• Counting (what is __ more than __; what is __ less than __)</li> <li>• Times tables (all up to 12 x 12)</li> <li>• Fractions of an object</li> <li>• Rounding</li> <li>• Time (o'clock, half past, quarter to)</li> <li>• Movement / directions (half turns, quarter turns, etc.)</li> <li>• Properties of 2D and 3D shapes</li> <li>• Patterns</li> <li>• Money</li> <li>• Interpreting data</li> </ul>

### Spring Term

All year groups should include the content from the autumn term, plus:

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Partitioning 2-digit numbers</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Place value &lt; 100</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Addition and subtraction: mental strategies</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Times tables up to 12 x 12</li> <li>• Addition and subtraction: mental strategies</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Addition and subtraction: mental strategies</li> <li>• Roman numerals</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Roman numerals</li> <li>• Primes, factors, squares &amp; cubes</li> </ul>

### Summer Term

All year groups should include the content from the autumn and spring terms, plus:

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Doubles and halves</li> <li>• Time (o'clock, half past)</li> <li>• Patterns</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Time (o'clock, half past, quarter to)</li> <li>• Fractions of an object</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Fractions of an object</li> <li>• Measures</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Fractions of an object</li> <li>• Measures</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Fractions: converting between improper fractions and mixed numbers</li> <li>• Primes, factors, squares &amp; cubes</li> <li>• Measures</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Converting between fractions, decimals and percentages</li> </ul>



## Structure of Maths Meetings

Maths Meetings are designed to be an opportunity for quick consolidation or pre-teaching for your students. The structure is more fluid as stated above but does follow a similar model to our Maths Lessons:

- ✓ Do It Now/Transition Activity
- ✓ Topic focus 1 for year group with teacher input
- ✓ Partner/Independent practise and review
- ✓ Topic focus 2 for individual class (this may be across the year group) with teacher input
- ✓ Partner/Independent practise and review
- ✓ Consolidation activity with a reasoning or problem solving focus

Example slides for Year 2 and 5 can be found here:

In Year 3 and 4, all maths meetings must include a timestables element. These are:

- ✓ TTRS
- ✓ Timestables quiz utilising 'supersize' and 'superskinny'
- ✓ Start with what you know!
- ✓ Open ended reasoning task
- ✓ Number patterns within timestables

Example slides for Year 3 and 4 can be found here:

[https://presenter.prowise.com/share\\_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jIC4wvPTH3s8P6emCRn9P3LcudVKHX5](https://presenter.prowise.com/share_9JdASkkiMWMdPqMDWM7m2wxECCrHtQe2jIC4wvPTH3s8P6emCRn9P3LcudVKHX5)

In addition to this, in Years 2, 3, 4 and 5, counting sticks are available to facilitate learning of timestable facts.

# COVID-19 Gaps by Current Year Group



Year group	Gaps in learning
<p>Year 1 (Reception class of 2019-20)</p>	<ul style="list-style-type: none"> <li>• Number recognition 1 – 20</li> <li>• Shape</li> <li>• Addition</li> <li>• Subtraction</li> <li>• More or Less</li> <li>• Data handling</li> <li>• Time</li> <li>• Fractions (Doubling and halving)</li> <li>• Money</li> </ul>
<p>Year 2 (Year 1 class of 2019-20)</p>	<ul style="list-style-type: none"> <li>• Addition and subtraction &lt;50</li> <li>• Doubling and halving</li> <li>• Fractions</li> <li>• Shapes and patterns</li> <li>• Place value &lt;50</li> <li>• Measures</li> <li>• Multiplication and division 2x 5x</li> <li>• Place value &lt;100</li> <li>• Addition and subtraction &lt;100</li> <li>• Money</li> <li>• Time</li> </ul>
<p>Year 3 (Year 2 class of 2019 – 20)</p>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Measures</li> <li>• Data and Graphs</li> <li>• Place value &lt;1000</li> <li>• Shape</li> <li>• Patterns</li> <li>• Movement</li> <li>• Multiplication and division</li> </ul>
<p>Year 4 (Year 3 class of 2019 – 20)</p>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Measures</li> <li>• Place Value &lt;1000</li> <li>• Addition and subtraction problem solving and reasoning</li> <li>• Shape</li> <li>• Fractions</li> <li>• Interpreting data</li> <li>• Multiplication and division</li> <li>• Time</li> </ul>
<p>Year 5 (Year 4 class of 2019 – 20)</p>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Measures (area and perimeter)</li> <li>• Place value &lt;1000000</li> <li>• Multiplication and division</li> <li>• Shape</li> <li>• Decimals</li> <li>• Interpreting and presenting data</li> <li>• Co-ordinates and plotting</li> <li>• Roman numerals</li> <li>• Time</li> </ul>

## COVID-19 Gaps by Current Year Group



Year 6 (Year 5 class of 2019 - 20)	<ul style="list-style-type: none"><li>• Primes, factors, squares and cubes</li><li>• Shape</li><li>• Measure (area and perimeter)</li><li>• Place Value &lt;1000000</li><li>• Converting units of measure</li><li>• Shape</li><li>• Time</li><li>• Measures – volume</li><li>• Angles</li><li>• Interpreting and presenting data</li><li>• Reflection and translation</li><li>• Roman numerals</li></ul>
---------------------------------------	--

To teach purple revisionary blocks, please refer to the Medium Term plans. These will highlight the missed NC objectives from the previous year of study. Where possible, these gaps should be addressed and every effort made to reach the corresponding NC objective for the current year of study. Please also note, this is guidance only. We recognise our children will have retained different aspects of their learning during their time away from school; adjust the pitch of your Maths Meetings accordingly. For further guidance, please see the MTP and speak with your phase leader and the Maths Lead.



# Maths Meetings overview 2020-21

Main topic coverage is included for comparison. Purple blocks indicate COVID-19 catch up gaps. Orange blocks revise the current year of study. For further guidance, please see the MTP

w/c	3 <sup>rd</sup> Sept 2 days	7 <sup>th</sup> Sept 5 days	14 <sup>th</sup> Sept 5 days	21 <sup>st</sup> Sept 5 days	28 <sup>th</sup> Sept 5 days	5 <sup>th</sup> Oct 5 days	12 <sup>th</sup> Oct 5 days	19 <sup>th</sup> Oct 5 days 26 <sup>th</sup> Oct 5 days	2 <sup>nd</sup> Nov 5 days	9 <sup>th</sup> Nov 5 days	16 <sup>th</sup> Nov 3 days + Assessments	23 <sup>rd</sup> Nov 5 days	30 <sup>th</sup> Nov 5 days	7 <sup>th</sup> Dec 5 days	14 <sup>th</sup> Dec 5 days
Nursery	Number Recognition							HALF TERM	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	
	<b>Magic Maths SOW</b> <ul style="list-style-type: none"> <li>Days of the week, Months of the Year</li> <li>Patterns</li> <li>Shape</li> <li>Number recognition</li> </ul>								<b>Magic Maths SOW</b> <ul style="list-style-type: none"> <li>Days of the week, Months of the Year</li> <li>Patterns</li> <li>Shape</li> <li>Number recognition</li> </ul>						
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				
		<b>Topic 1:</b> Number recognition on 0 - 5  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Number recognition 0 - 5  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Number recognition 6 - 10  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Number recognition 6 - 10  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Number recognition 11 - 15  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Number recognition 11 - 15  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Number recognition 15 - 20  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Number recognition 15 - 20  <b>Topic 2:</b> More or Less	<b>Topic 1:</b> Addition to 10  <b>Topic 2:</b> More or Less (0 - 10)	<b>Topic 1:</b> Addition within 10  <b>Topic 2:</b> More or Less (0 - 10)	<b>Topic 1:</b> Subtraction to 10  <b>Topic 2:</b> More or Less (10 - 20)	<b>Topic 1:</b> Subtraction within 10  <b>Topic 2:</b> More or Less (10 - 20)	<b>Topic 1:</b> Fraction (doubling and halving)  <b>Topic 2:</b> More or Less (10 - 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		



# Maths Meetings overview 2020-21

Main topic coverage is included for comparison. Purple blocks indicate COVID-19 catch up gaps. Orange blocks revise the current year of study. For further guidance, please see the MTP

		<b>Topic 1:</b> Place value <50 (multiples of 10)  <b>Topic 2:</b> Place value <50 (value in the ones column)	<b>Topic 1:</b> Place value <50 (multiples of 10)  <b>Topic 2:</b> Place value <50 (value in the ones column)	<b>Topic 1:</b> Number bonds to 10 (addition to 10)  <b>Topic 2:</b> Place value <50 and 100 (value in the ones column)	<b>Topic 1:</b> Number bonds to 10 (addition within 10)  <b>Topic 2:</b> Place value <50 and 100 (value in the ones column)	<b>Topic 1:</b> Number bonds to 10 (subtraction to 10)  <b>Topic 2:</b> Place value <50 and 100 (value in the ones column)	<b>Topic 1:</b> Number bonds to 10 (subtraction within 10)  <b>Topic 2:</b> Place value <50 and 100 (value in the ones column)		<b>Topic 1:</b> Number bonds to 20 (addition to 15)  <b>Topic 2:</b> Place value <100	<b>Topic 1:</b> Number bonds to 20 (addition to 20)  <b>Topic 2:</b> Place value <100	<b>Topic 1:</b> Number bonds to 20 (addition within 20)  <b>Topic 2:</b> Place value <100	<b>Topic 1:</b> Number bonds to 20 (subtraction to 15)  <b>Topic 2:</b> Place value <100	<b>Topic 1:</b> Number bonds to 20 (subtraction to 20)  <b>Topic 2:</b> Place value <100	<b>Topic 1:</b> Number bonds to 20 (subtraction within 20)  <b>Topic 2:</b> Place value <100	<b>Topic 1:</b> Number bonds to 20 (subtraction within 20)  <b>Topic 2:</b> Place value <100	<b>Topic 1:</b> Addition <100 (number bonds)  <b>Topic 2:</b> Subtraction <100 (number bonds)
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			
		<b>Topic 1:</b> Place value <1000 (multiples of 100)  <b>Topic 2:</b> Place value <1000 (multiples of 10)	<b>Topic 1:</b> Place value <1000 (multiples of 10)	<b>Topic 1:</b> Timestables 4xs	<b>Topic 1:</b> Timestables 8xs	<b>Topic 1:</b> Timestables 3xs	<b>Topic 1:</b> Timestables 6xs	<b>Topic 1:</b> Timestables 7xs	<b>Topic 1:</b> Timestables 4xs and 8xs	<b>Topic 1:</b> Timestables 3xs and 6xs	<b>Topic 1:</b> Timestables 11xs	<b>Topic 1:</b> Timestables 12xs	<b>Topic 1:</b> Timestables 6xs and 12xs	<b>Topic 1:</b> Timestables (Teacher directed)		
		<b>Topic 2:</b> Place value <1000 (multiples of 10)	<b>Topic 2:</b> Place value <1000 (value in the ones column)	<b>Topic 2:</b> Timestables ( 2xs, 5xs 10xs)	<b>Topic 2:</b> Timestables ( 2xs, 5xs 10xs)	<b>Topic 2:</b> Division facts ( 2xs, 5xs 10xs)	<b>Topic 2:</b> Division facts ( 2xs, 5xs 10xs)	<b>Topic 2:</b> Money	<b>Topic 2:</b> Money	<b>Topic 2:</b> Money	<b>Topic 2:</b> Money	<b>Topic 2:</b> Measures (length)	<b>Topic 2:</b> Measures (mass)	<b>Topic 2:</b> Measures (temperature)		
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			





# Maths Meetings overview 2020-21

Main topic coverage is included for comparison. Purple blocks indicate COVID-19 catch up gaps. Orange blocks revise the current year of study. For further guidance, please see the MTP

		<b>Topic 1:</b> Place value <1000 (multiples of 10 and 100)  <b>Topic 2:</b> Place value <1000 (value in the ones column)	<b>MTC Baseline Week</b>	<b>Topic 1:</b> Timestables 4xs  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)	<b>Topic 1:</b> Timestables 8xs  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)	<b>Topic 1:</b> Timestables 3xs and 6xs  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)	<b>MTC Assessment Week</b>		<b>Topic 1:</b> Timestables 6xs and 12xs  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)	<b>Topic 1:</b> Timestables 7xs  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)	<b>MTC Assessment Week</b>	<b>Topic 1:</b> Timestables 4xs and 8xs  <b>Topic 2:</b> Division (short method and application of 4,8, 3,6 timestables)	<b>Topic 1:</b> Timestables 3xs and 6xs  <b>Topic 2:</b> Division (short method and application of 4,8, 3,6 timestables)	<b>MTC Assessment Week</b>	<b>Topic 1:</b> Timestables 11xs  <b>Topic 2:</b> Division (short method and application of 4,8, 3,6 timestables)
<b>Year 5</b>		<b>Place value</b> < 100,000 Inc. decimals		<b>Addition</b> Inc. decimal numbers		<b>Subtraction</b> Inc. decimal numbers			<b>Place value</b> <1,000,000	<b>Addition and Subtraction</b> Problem solving & reasoning		<b>Multiplication &amp; division</b> ThHTO x TO and ThHTO ÷ TO		<b>Primes, factors, squares &amp; cubes</b>	
	<b>Getting along together</b>	<b>Topic 1:</b> Place value (decimals)  <b>Topic 2:</b> Place value (rounding decimals - 1d.p)	<b>Topic 1:</b> Place value (rounding decimals - 1d.p)  <b>Topic 2:</b> Place value (decimals - x and ÷ by 10)	<b>Topic 1:</b> Place value (rounding decimals - 1d.p)  <b>Topic 2:</b> Place value (decimals - x and ÷ by 10)	<b>Topic 1:</b> Place value (rounding decimals - 1d.p)  <b>Topic 2:</b> Place value (decimals - x and ÷ by 10)	<b>Topic 1:</b> Multiplication (1 digit by 2 digit - multiplier is a multiple of 10)  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)  Revision of timestable knowledge	<b>Topic 1:</b> Multiplication (3 multipliers)  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)  Revision of timestable knowledge		<b>Topic 1:</b> Division (short method)  <b>Topic 2:</b> Multiplication (1 digit by 2 digit)  Revision of timestable knowledge	<b>Topic 1:</b> Addition (inc. decimals)  <b>Topic 2:</b> Subtraction (inc. decimals)  Revision of timestable knowledge	<b>Topic 1:</b> Addition (inc. decimals and regrouping)  <b>Topic 2:</b> Subtraction (inc. decimals and regrouping)  Revision of timestable knowledge	<b>Topic 1:</b> Money  <b>Topic 2:</b> Perimeter  Revision of timestable knowledge	<b>Topic 1:</b> Money  <b>Topic 2:</b> Perimeter (missing lengths)  Revision of timestable knowledge	<b>Topic 1:</b> Money  <b>Topic 2:</b> Area (squares)  Revision of timestable knowledge	<b>Topic 1:</b> Area (oblongs)  <b>Topic 2:</b> Area (missing lengths)  Revision of timestable knowledge



# Maths Meetings overview 2020-21

Main topic coverage is included for comparison. Purple blocks indicate COVID-19 catch up gaps. Orange blocks revise the current year of study. For further guidance, please see the MTP

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	
	Due to the revisionary nature of Year 6, Maths meetings are at the discretion of Year 6 teachers								Due to the revisionary nature of Year 6, Maths meetings are at the discretion of Year 6 teachers							
	<p style="text-align: center;"><b>COVID-19 Gaps</b></p> <ul style="list-style-type: none"> <li>Primes, factors, squares and cubes</li> <li>Shape</li> <li>Measure (area and perimeter)</li> <li>Place Value &lt;1000000</li> <li>Converting units of measure</li> <li>Shape (2D and 3D)</li> <li>Shape (Missing lengths &amp; angles)</li> <li>Time</li> <li>Measures – volume</li> <li>Angles (Drawing &amp; measuring &amp; reasoning)</li> <li>Interpreting and presenting data</li> <li>Reflection and translation</li> <li>Roman numerals</li> </ul>								<p style="text-align: center;"><b>COVID-19 Gaps</b></p> <ul style="list-style-type: none"> <li>Primes, factors, squares and cubes</li> <li>Shape</li> <li>Measure (area and perimeter)</li> <li>Place Value &lt;1000000</li> <li>Converting units of measure</li> <li>Shape (2D and 3D)</li> <li>Shape (Missing lengths &amp; angles)</li> <li>Time</li> <li>Measures – volume</li> <li>Angles (Drawing &amp; measuring &amp; reasoning)</li> <li>Interpreting and presenting data</li> <li>Reflection and translation</li> <li>Roman numerals</li> </ul>							