



Ashleworth C of E and Churcham Primary Schools'

Maths statement of intent

Subject leader: Esther Deackes

Maths is essential to everyday life, whether it be working out the cost of shopping or working out how long you've got before your favourite TV show. We use Maths everyday and as a result, we ensure that our children are fluent in the fundamentals of Mathematics and are able to apply these skills to reason and solve problems.

How do we teach Maths at Ashleworth C of E and Churcham Primary School?

At Ashleworth and Churcham, we teach stimulating and engaging Maths lessons everyday in both classes. We make sure our lessons are challenging for all children through our 'Do it, Twist it, Solve it' approach.

'Do it' tasks develop children's fluency of skills. This includes using mathematical methods accurately and recalling facts efficiently. 'Twist it' tasks encourage children to use the skills learnt in the 'Do it' task to reason logically. This includes proving, explaining and justifying answers using correct mathematical vocabulary. 'Solve it' tasks require children to use their skills to solve problems with perseverance. 'Solve it extensions' have recently been brought in to challenge those GDS children further – these are used from either WRH or Head Start Mastery Problem Solving books.

We also have a vocabulary session each week which focuses on a specific language and vocabulary to develop their understanding and skills. These sessions will focus on the wording of questions and support the children with their definitions of mathematical language. These sessions happen on a Friday, in readiness for the following week – pre-teaching vocabulary.

Curriculum overview

White Rose Hub

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place value			Number: Addition and Subtraction					Measurement: Money		Number: <u>Multiplication</u> and Division	
Spring	Number: <u>Multiplication</u> and <u>Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: length and height	Consolidation
Summer	Position and direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations	

Year 3 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction					Number – Multiplication and Division			Consolidation
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time		Geometry – Properties of Shapes		Measurement: Mass and Capacity				Consolidation

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction	Consolidation	

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation






















Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring												
	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

Curriculum:

At both schools, we follow White Rose Hub overviews. We have put the curriculum into 'small steps' so that children can always see what they have learnt and what they are moving onto next; these are assessed daily by teachers and children (self-assessed). Here is an example of Y6 small steps:

Year 6 - Number - Four Operations

Teacher assessment	Small steps	Child's assessment
✓	Add whole numbers with more than 4 digits	✓ 
✓	Subtract whole numbers with more than 4 digits	✓ 
✓	Inverse operations (addition and subtraction)	✓ 
✓	Multi-step addition and subtraction problems	✓ 
✓	Add and subtract integers	✓ 
	Multiply 4-digits by 1-digit	
	Multiply 2-digits (area model)	
	Multiply 2-digits by 2-digits	
	Multiply 3-digits by 2-digits	
	Multiply up to a 4-digit number by a 2-digit number	
✓	Divide 4-digits by 1-digit	
✓	Divide with remainders	 
✓	Short division	 
✓	Division using factors	

Examples of children's learning

$$17 \overline{) 111} / 21$$

18AT use long division.

DO IT:

Tammy uses this method to calculate 372 divided by 15. He has used his knowledge of multiples to help.

1	5	3	7	2	2	4	r	1	2
-		3	0	0					
-			7	2					
			6	0					
			1	2					

- $1 \times 15 = 15$
- $2 \times 15 = 30$
- $3 \times 15 = 45$
- $4 \times 15 = 60$
- $5 \times 15 = 75$
- $10 \times 15 = 150$

Use this method to calculate:

- $271 \div 17$
- $623 \div 21$
- $842 \div 32$

$$\begin{array}{r} 1) 15 \overline{) 17} \checkmark \\ 2) 29 \overline{) 14} \checkmark \\ 3) 26 \overline{) 10} \checkmark \end{array}$$

TWIST IT:

A school needs to buy 380 biscuits for parents' evening. Biscuits are sold in packs of 12.

How many packets will the school need to buy? 32

Answer: 32 = first it

SOLVE IT:

Here are two calculation cards:

$$A = 396 \div 11$$

$$B = 832 \div 11$$

Whitney thinks there won't be a remainder for A because 396 and 832 are both multiples of 11. Rosie disagrees, she has done the written calculation and says one of them has a remainder. Who is correct? Explain your answer.

Rosie is correct because one of them has a remainder and one doesn't.

$$\begin{array}{r} 015 \overline{) 172} \\ 15 \\ \hline 22 \\ 15 \\ \hline 70 \\ 70 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 029 \overline{) 142} \\ 58 \\ \hline 24 \\ 20 \\ \hline 40 \\ 38 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 026 \overline{) 102} \\ 52 \\ \hline 44 \\ 42 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 031 \overline{) 80} \\ 62 \\ \hline 18 \\ 16 \\ \hline 20 \end{array}$$

doesn't
doesn't
doesn't

$$18 \overline{) 111} / 21$$

18AT use long division.

DO IT:

Anir used this method to calculate 1426 divided by 13.

1	3	1	4	2	6	1	0	9	r	9
-		1	3	0	0					
-			1	2	6					
			1	1	7					
			9							

- $(\times 100)$
- $(\times 9)$

Use this method to calculate:

- $2637 \div 16$
- $4453 \div 22$
- $4203 \div 18$

$$\begin{array}{r} 1) 16 \overline{) 413} \checkmark \\ 2) 20 \overline{) 219} \checkmark \\ 3) 23 \overline{) 317} \checkmark \end{array}$$

TWIST IT:

A large bakery produces 7849 biscuits in a day which are packed in boxes. Each box holds 64 biscuits.

How many boxes are needed so all the biscuits are in a box?

123 boxes are needed.

SOLVE IT:

Class 6 are calculating three thousand, six hundred and thirty-three divided by twelve.

Rosie says that she knows there will be a remainder without calculating.

Is she correct?

Explain your answer.

What is the remainder?

Super Maths Well Done! $4 = 2 \times 2$

$$\begin{array}{r} 016 \overline{) 162637} \\ 16 \\ \hline 03 \\ 03 \\ \hline 00 \end{array}$$

$$\begin{array}{r} 164 \overline{) 162637} \\ 16 \\ \hline 06 \\ 06 \\ \hline 00 \end{array}$$

$$\begin{array}{r} 020 \overline{) 224} \\ 20 \\ \hline 24 \\ 20 \\ \hline 40 \\ 40 \\ \hline 00 \end{array}$$

$$\begin{array}{r} 023 \overline{) 312} \\ 46 \\ \hline 10 \\ 09 \\ \hline 10 \\ 09 \\ \hline 01 \end{array}$$

$$\begin{array}{r} 012 \overline{) 12241} \\ 24 \\ \hline 04 \\ 04 \\ \hline 00 \end{array}$$

SOLVE IT EXTENTION:

Amir has multiplied 47 by 36



	4	7
x	3	6
2	8	2
1	4	1
3	2	3

Alex says,



Amir is wrong because the answer should be 1,692 not 323

Who is correct?
What mistake has been made?

Alex is right because he forgot to add a Zero

Challenge yourself + have a go at solve it extension.

$$\begin{array}{r}
 47 \\
 \times 36 \\
 \hline
 282 \\
 1410 \\
 \hline
 1692
 \end{array}$$

Our Maths working walls

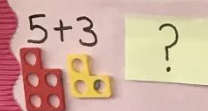
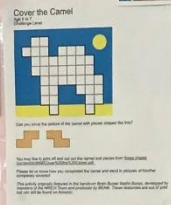
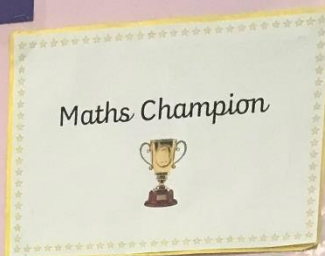
In all classrooms, we have a Maths working wall and a vocabulary board. We make sure Mathematical vocabulary is also displayed to encourage children to use it independently when justifying and explaining an answer. Methods are

shown, examples of children's work, resources and questions to extend/support their learning/thinking.

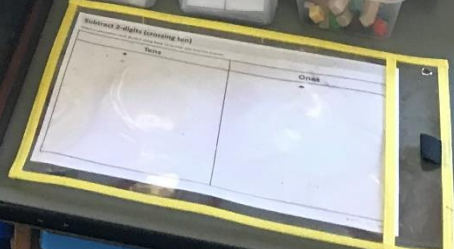
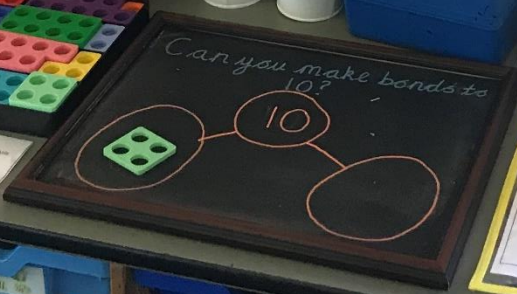
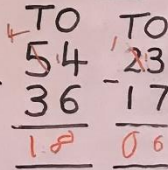
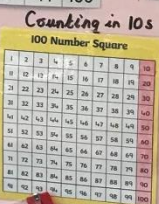
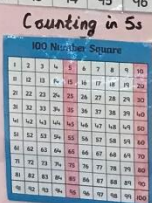
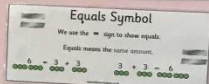
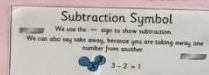
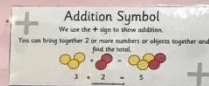
Maths Zone



TBAT: Problem solve using
Visualising.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Part Whole Model

A diagram showing how parts of a number add up to the whole.

Whole: 4
 Part: 3, Part: 1
 Part: 3, Part: 1
 Whole: 4

Can you make bonds to 10?

Subtract 2-digits (crossing ten)

Write a subtraction card. Start at 100 and find the answer.

Tens	Ones

100 Number Square

+ and - cards

Twist it

Solve it

Yr 1

Yr 2

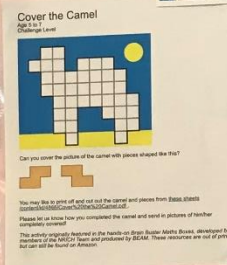
Yr 2

Maths Zone

Problem Solving

TBAT: Problem solve using visualising.

Maths Champion

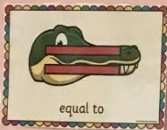


$5 + 4$



5

$2 + 2$



4

$5 + 3$

?

2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Addition Symbol
We use the + sign to show addition.
You can bring together 2 or more numbers or objects and find the total.
 $3 + 2 = 5$

Subtraction Symbol
We use the - sign to show subtraction.
We can also say take away, because you are taking away one number from another.
 $3 - 2 = 1$

Equals Symbol
We use the = sign to show equals.
Equals means the same amount.
 $6 = 3 + 3$ $3 + 3 = 6$

Counting in 2s

100 Number Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting in 5s

100 Number Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting in 10s

100 Number Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What do you notice?

$$\begin{array}{r} \text{TO} \\ 54 \\ - 36 \\ \hline 18 \end{array}$$

Maths

Smallest 100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Y2 Vocab

- because
- relate
- Working systematically
- addition
- exchange

Y2 bonds to 100

4 + 6 = 10

40 + 60 = 100

23 + 77 = 100

3 + 7 = 10
20 + 70 + 10 = 100

Y1 Vocab

- fewer than <
- Greater than >
- Addition
- Subtraction

Y1 Comparing

2 + 1 < 5

3 < 5

Problem Solving

2 + 1 = 3

Column Subtraction (With Exchanging)

23	24	25	26	27
11	12	13	14	15



Maths Working Wall

Maths Jack Champion

Magic 9

Fractions, Decimals and Percentages

	= 1	= 1	= 100%
	= 1/2	= 0.5	= 50%
	= 1/3	= 0.33	= 33.3%
	= 1/4	= 0.25	= 25%
	= 1/5	= 0.2	= 20%
	= 1/6	= 0.125	= 12.5%
	= 1/10	= 0.1	= 10%
	= 1/100	= 0.01	= 1%



\times and \div by 10, 100, 1000

digits move left as the number increases $30 \times 10 = 300$

digits move to the right as the number decreases $30 \div 10 = 3$



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Fact Families

$$3 \times 4 = 12$$

$$4 \times 3 = 12$$

$$12 \div 4 = 3$$

$$12 \div 3 = 4$$

What happens with a square number?
eg $4 \times 4 = 16$

How many facts will you have?

ADDITION

add
plus
and
total

+

increase
more
sum
together

SUBTRACTION

take away
minus
less
reduce
remain

-

take from
fewer
take
difference
how many more

MULTIPLICATION

multiply
times
product
multiplied by

x

groups of
lots of
doubled
times tables

DIVISION

divided by
share
divide
divide into

÷

divisible by
group
each
share equally



Working hard to be a maths champion

Maths

Multiplication (x)
and division (÷)

long multiplication

$$\begin{array}{r} 37 \\ \times 24 \\ \hline 148 \\ 740 \\ \hline 888 \end{array}$$

Remember your 0!

Short multiplication

$$\begin{array}{r} 25 \\ \times 3 \\ \hline 75 \end{array}$$

$$\begin{array}{r} 36 \\ \times 2 \\ \hline 72 \end{array}$$

What is a prime number?

Remember to add!

What is a factor?

$$12 = 1, 2, 4, 3, 6, 12$$

$$\begin{array}{r} 325 \\ + 136 \\ \hline 461 \end{array}$$

Remember to carry over!

column addition

Spare sheets!



What does this array show?

Teacher	Student	Score

ROMAN NUMERALS CHART 1 TO 100

1	II	11	XLII	21	LXI
2	II	12	XLIII	22	LXII
3	III	13	XLIV	23	LXIII
4	IIII	14	XLV	24	LXIV
5	V	15	XLVI	25	LXV
6	VI	16	XLVII	26	LXVI
7	VII	17	XLVIII	27	LXVII
8	VIII	18	XLIX	28	LXVIII
9	IX	19	XLX	29	LXIX
10	X	20	L	30	LXX
11	XI	31	LXXI	41	LXXXI
12	XII	32	LXXII	42	LXXXII
13	XIII	33	LXXIII	43	LXXXIII
14	XIV	34	LXXIV	44	LXXXIV
15	XV	35	LXXV	45	LXXXV
16	XVI	36	LXXVI	46	LXXXVI
17	XVII	37	LXXVII	47	LXXXVII
18	XVIII	38	LXXVIII	48	LXXXVIII
19	XIX	39	LXXIX	49	LXXXIX
20	XX	40	LXXX	50	LX
21	XXI	41	LXXXI	51	LXI
22	XXII	42	LXXXII	52	LXII
23	XXIII	43	LXXXIII	53	LXIII
24	XXIV	44	LXXXIV	54	LXIV
25	XXV	45	LXXXV	55	LXV
26	XXVI	46	LXXXVI	56	LXVI
27	XXVII	47	LXXXVII	57	LXVII
28	XXVIII	48	LXXXVIII	58	LXVIII
29	XXIX	49	LXXXIX	59	LXIX
30	XXX	50	LX	60	LX
31	XXXI	51	LXI	61	LXI
32	XXXII	52	LXII	62	LXII
33	XXXIII	53	LXIII	63	LXIII
34	XXXIV	54	LXIV	64	LXIV
35	XXXV	55	LXV	65	LXV
36	XXXVI	56	LXVI	66	LXVI
37	XXXVII	57	LXVII	67	LXVII
38	XXXVIII	58	LXVIII	68	LXVIII
39	XXXIX	59	LXIX	69	LXIX
40	XL	60	LX	70	LXX
41	XLII	61	LXI	71	LXXI
42	XLIII	62	LXII	72	LXXII
43	XLIV	63	LXIII	73	LXXIII
44	XLV	64	LXIV	74	LXXIV
45	XLVI	65	LXV	75	LXXV
46	XLVII	66	LXVI	76	LXXVI
47	XLVIII	67	LXVII	77	LXXVII
48	XLIX	68	LXVIII	78	LXXVIII
49	XLX	69	LXIX	79	LXXIX
50	L	70	LXX	80	LXXX
51	LII	71	LXXI	81	LXXXI
52	LXIII	72	LXXII	82	LXXXII
53	LXIV	73	LXXIII	83	LXXXIII
54	LXV	74	LXXIV	84	LXXXIV
55	LXVI	75	LXXV	85	LXXXV
56	LXVII	76	LXXVI	86	LXXXVI
57	LXVIII	77	LXXVII	87	LXXXVII
58	LXIX	78	LXXVIII	88	LXXXVIII
59	LX	79	LXXIX	89	LXXXIX
60	LX	80	LXXX	90	LXXX
61	LXI	81	LXXXI	91	LXXXI
62	LXII	82	LXXXII	92	LXXXII
63	LXIII	83	LXXXIII	93	LXXXIII
64	LXIV	84	LXXXIV	94	LXXXIV
65	LXV	85	LXXXV	95	LXXXV
66	LXVI	86	LXXXVI	96	LXXXVI
67	LXVII	87	LXXXVII	97	LXXXVII
68	LXVIII	88	LXXXVIII	98	LXXXVIII
69	LXIX	89	LXXXIX	99	LXXXIX
70	LXX	90	LXXX		
71	LXXI				
72	LXXII				
73	LXXIII				
74	LXXIV				
75	LXXV				
76	LXXVI				
77	LXXVII				
78	LXXVIII				
79	LXXIX				
80	LXXX				
81	LXXXI				
82	LXXXII				
83	LXXXIII				
84	LXXXIV				
85	LXXXV				
86	LXXXVI				
87	LXXXVII				
88	LXXXVIII				
89	LXXXIX				
90	LXXX				
91	LXXXI				
92	LXXXII				
93	LXXXIII				
94	LXXXIV				
95	LXXXV				
96	LXXXVI				
97	LXXXVII				
98	LXXXVIII				
99	LXXXIX				

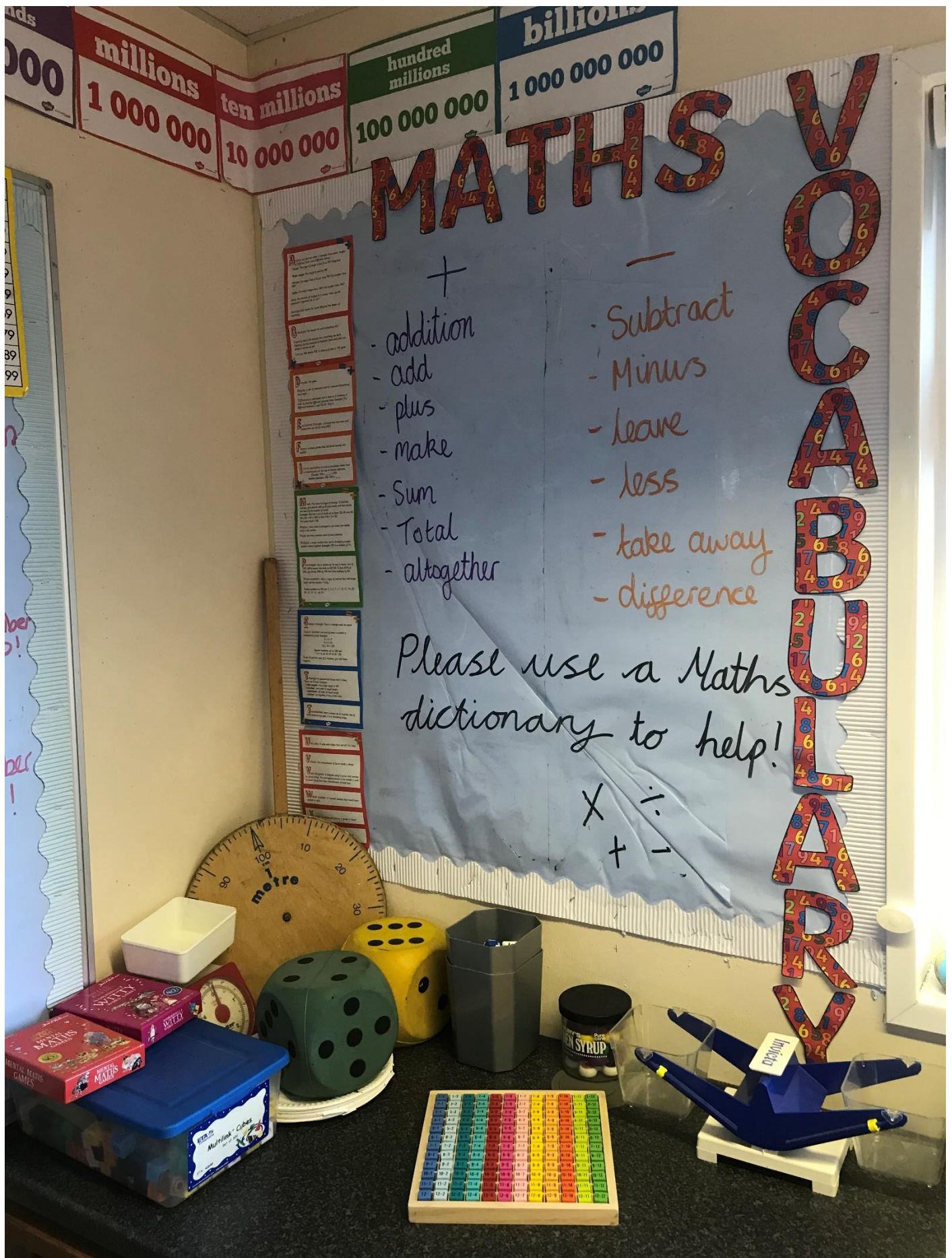
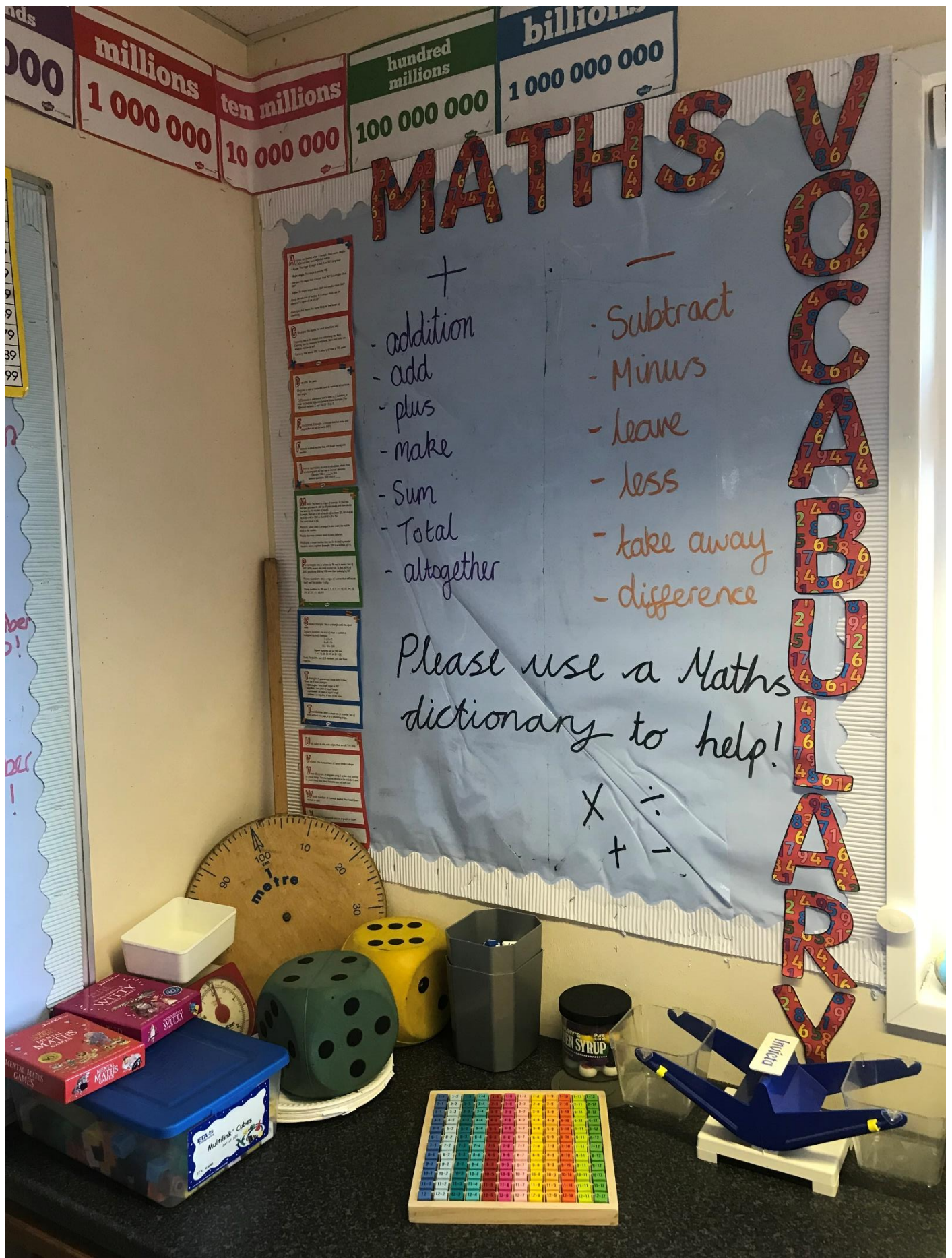
Handwriting Board

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



times tables

To help us with our learning, we use
TBAT to be able to



MATHS

VOCABULARY

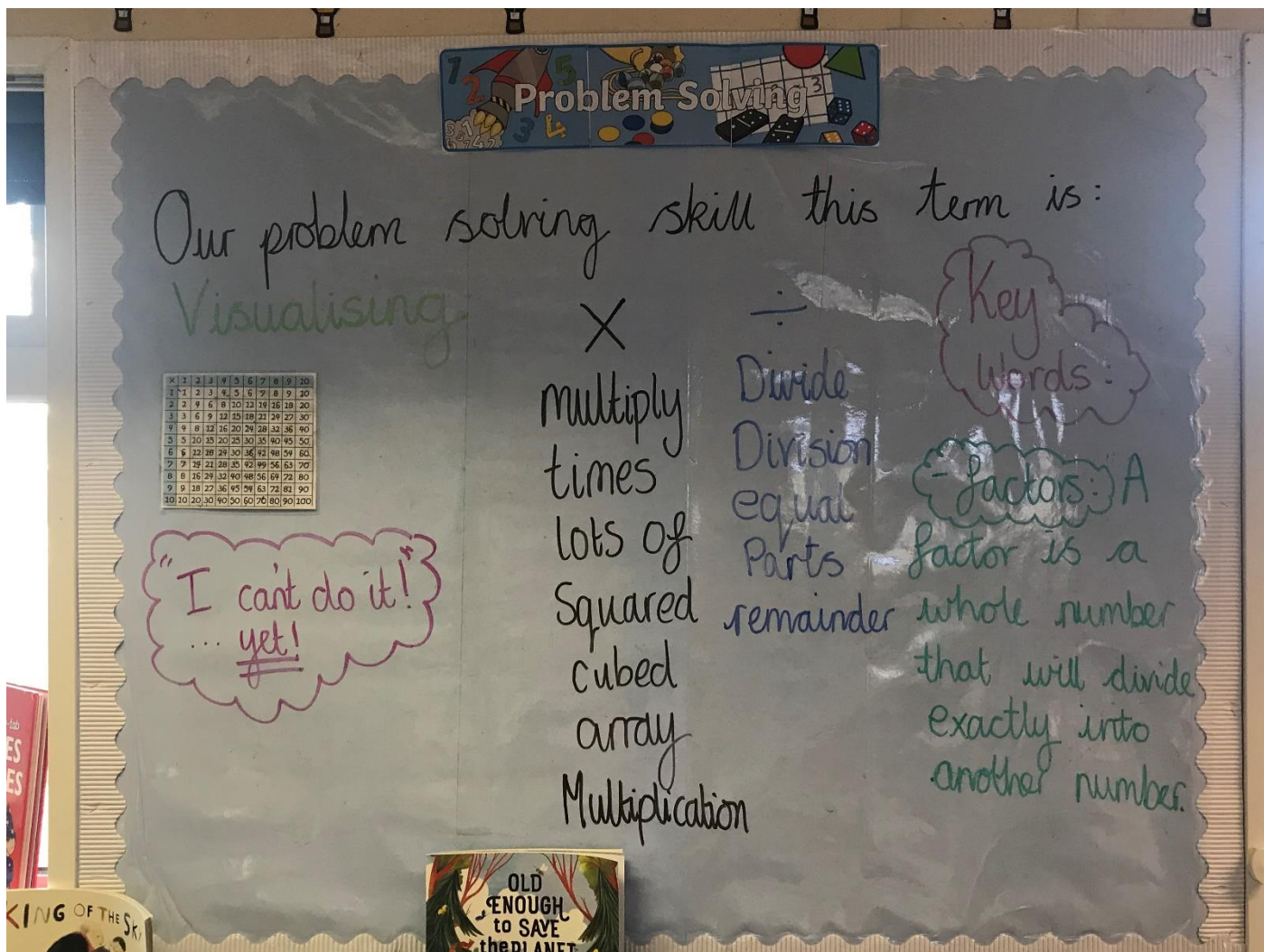
- +
- addition
 - add
 - plus
 - make
 - sum
 - Total
 - altogether

-
- Subtract
 - Minus
 - leave
 - less
 - take away
 - difference

Please use a Maths dictionary to help!

\times \div
 $+$ $-$





Regular skills practice

We have a daily arithmetic session where each child completes 'Rainbow Maths'. This gives children the opportunity to consolidate and revisit concepts. Y1-4 have 25 questions and Y5-6 have 50 questions. The children get 10 minutes to complete this.

lefts are checked

MON			TIDAY		
1	1x6	6	✓	26	4x6
2	2x6	12	✓	27	8x6
3	3x6	18	✓	28	10x6
4	4x6	24	✓	29	7x6
5	5x6	30	✓	30	9x6
6	6x6	36	✓	31	3x6
7	7x6	42	✓	32	6x6
8	8x6	48	✓	33	4x6
9	9x6	54	✓	34	7x6
10	10x6	60	✓	35	3x6
11	1x6	6	✓	36	5x6
12	2x6	12	✓	37	8x6
13	4x6	24	✓	38	10x6
14	3x6	18	✓	39	9x6
15	5x6	30	✓	40	1x6
16	6x6	36	✓	41	?x?=60
17	7x6	42	✓	42	?x?=36
18	8x6	48	✓	43	?x?=18
19	10x6	60	✓	44	?x?=12
20	9x6	54	✓	45	?x?=6
21	1x6	6	✓	46	?x?=42
22	2x6	12	✓	47	?x?=54
23	3x6	18	✓	48	?x?=30
24	5x6	30	✓	49	?x?=24
25	6x6	36	✓	50	?x?=48

TUES			DAY		
1	1x7	7	✓	26	4x7
2	2x7	14	✓	27	8x7
3	3x7	21	✓	28	10x7
4	4x7	28	✓	29	7x7
5	5x7	35	✓	30	9x7
6	6x7	42	✓	31	3x7
7	7x7	49	✓	32	6x7
8	8x7	56	✓	33	4x7
9	9x7	63	✓	34	7x7
10	10x7	70	✓	35	3x7
11	1x7	7	✓	36	5x7
12	2x7	14	✓	37	8x7
13	4x7	28	✓	38	10x7
14	3x7	21	✓	39	9x7
15	5x7	35	✓	40	1x7
16	6x7	42	✓	41	?x?=70
17	7x7	49	✓	42	?x?=42
18	8x7	56	✓	43	?x?=21
19	10x7	70	✓	44	?x?=14
20	9x7	63	✓	45	?x?=7
21	1x7	7	✓	46	?x?=49
22	2x7	14	✓	47	?x?=63
23	3x7	21	✓	48	?x?=35
24	5x7	35	✓	49	?x?=28
25	6x7	42	✓	50	?x?=56

WEDN			TUESDAY		
1	1x8	8	✓	26	4x8
2	2x8	16	✓	27	8x8
3	3x8	24	✓	28	10x8
4	4x8	32	✓	29	7x8
5	5x8	40	✓	30	9x8
6	6x8	48	✓	31	3x8
7	7x8	56	✓	32	6x8
8	8x8	64	✓	33	4x8
9	9x8	72	✓	34	7x8
10	10x8	80	✓	35	3x8
11	1x8	8	✓	36	5x8
12	2x8	16	✓	37	8x8
13	4x8	32	✓	38	10x8
14	3x8	24	✓	39	9x8
15	5x8	40	✓	40	1x8
16	6x8	48	✓	41	?x?=80
17	7x8	56	✓	42	?x?=48
18	8x8	64	✓	43	?x?=24
19	10x8	80	✓	44	?x?=16
20	9x8	72	✓	45	?x?=8
21	1x8	8	✓	46	?x?=56
22	2x8	16	✓	47	?x?=72
23	3x8	24	✓	48	?x?=40
24	5x8	40	✓	49	?x?=32
25	6x8	48	✓	50	?x?=64

THUR			SDAY		
1	1x9	9	✓	26	4x9
2	2x9	18	✓	27	8x9
3	3x9	27	✓	28	10x9
4	4x9	36	✓	29	7x9
5	5x9	45	✓	30	9x9
6	6x9	54	✓	31	3x9
7	7x9	63	✓	32	6x9
8	8x9	72	✓	33	4x9
9	9x9	81	✓	34	7x9
10	10x9	90	✓	35	3x9
11	1x9	9	✓	36	5x9
12	2x9	18	✓	37	8x9
13	4x9	36	✓	38	10x9
14	3x9	27	✓	39	9x9
15	5x9	45	✓	40	1x9
16	6x9	54	✓	41	?x?=90
17	7x9	63	✓	42	?x?=54
18	8x9	72	✓	43	?x?=27
19	10x9	90	✓	44	?x?=18
20	9x9	81	✓	45	?x?=9
21	1x9	9	✓	46	?x?=63
22	2x9	18	✓	47	?x?=81
23	3x9	27	✓	48	?x?=45
24	5x9	45	✓	49	?x?=36
25	6x9	54	✓	50	?x?=72

the symbols mean
- Good use of pictorials to
represent numbers
- The chr. use the board
to support their
work

15/11/21	16/11/21	17/11/21
Monday	Tuesday	Wednesday
1 25 + 50 75 ✓	1 41 + 13 54 ✓	1 32 + 19 51 ✓
2 17 + 37 54 ✓	2 16 + 25 41 ✓	2 41 + 16 57 ✓
3 32 + 19 51 ✓	3 34 + 28 62 ✓	3 36 + 25 61 ✓
4 42 + 18 60 ✓	4 25 + 35 60 ✓	4 25 + 55 80 ✓
5 12 + 43 55 ✓	5 43 + 31 74 ✓	5 29 + 34 63 ✓
6 51 + 13 64 ✓	6 24 + 29 53 ✓	6 58 + 16 74 ✓
7 35 + 22 57 ✓	7 33 + 18 51 ✓	7 17 + 28 45 ✓
8 46 + 31 77 ✓	8 52 + 9 61 ✓	8 33 + 38 71 ✓
9 18 + 28 46 ✓	9 11 + 18 29 ✓	9 15 + 18 33 ✓
10 23 + 42 65 ✓	10 24 + 34 58 ✓	10 23 + 45 68 ✓
11 29 + 13 42 ✓	11 47 + 14 61 ✓	11 56 + 15 71 ✓
12 37 + 40 77 ✓	12 35 + 19 54 ✓	12 29 + 24 53 ✓
13 15 + 43 58 ✓	13 21 + 35 56 ✓	13 18 + 26 44 ✓
14 61 + 18 79 ✓	14 54 + 16 70 ✓	14 35 + 17 52 ✓
15 44 + 21 65 ✓	15 29 + 13 42 ✓	15 21 + 11 32 ✓
16 28 + 36 64 ✓	16 36 + 21 57 ✓	16 46 - 13 33 ✓
17 38 + 14 52 ✓	17 47 + 12 59 ✓	17 52 - 37 15 ✓
18 53 + 17 70 ✓	18 16 + 28 44 ✓	18 69 - 14 55 ✓
19 19 + 39 58 ✓	19 24 + 37 61 ✓	19 38 - 19 19 ✓
20 75 - 25 50 ✓	20 80 - 30 50 ✓	20 64 - 28 36 ✓
21 47 - 23 24 ✓	21 72 - 41 31 ✓	21 51 - 17 34 ✓
22 58 - 36 22 ✓	22 50 - 25 25 ✓	22 34 - 22 12 ✓
23 69 - 44 25 ✓	23 64 - 32 32 ✓	23 47 - 26 21 ✓
24 80 - 54 26 ✓	24 38 - 18 20 ✓	24 73 - 35 38 ✓
25 72 - 39 33 ✓	25 43 - 16 27 ✓	25 52 - 48 4 ✓

As well as rainbow Maths, outside of the Maths lesson, we practice our times tables 3x a week (minimum) for 15 minutes each time. By the end of Key Stage 1, we aim for children to be able to recall their 2,5,10 and 3 times table. By the end of Year 4, children will be able to recall times tables up to 12 x 12.

How do we assess Maths?

We assess Maths on a daily basis through teacher's marking and children's self-evaluation. This information is then used to plan the subsequent lesson to ensure every child's needs are built on and met.

- Maths is assessed 3 times a year using White Rose Hub's arithmetic and reasoning test papers - termly (see monitoring timetable).
- Reception are assessed against the Early Learning Goals.
- Children are assessed at the end of Years 2 and 6 for the end of Key Stage Statutory assessments.
- We also take part in the Year 4 multiplication check.
- Marking - Brilliant Blue and Think pinks (challenge/extension or a 'check' task; see marking policy).