# Grayshott Primary Maths Curriculum 2024/25

### Intent Statement

### Why do we teach this? Why do we teach it in the way we do?

At Grayshott, we believe in the teaching of a maths curriculum that fosters a love and joy of the subject. We believe in delivering a maths curriculum that builds solid mathematical foundations for our children which they can utilise effectively as lifelong learners. We want our children to have a deep and secure understanding of mathematical concepts, understanding the value of learning from mistakes and misconceptions, whilst also being able to reason articulately about their thinking. Furthermore, we want our children to have a positive and wide perception of maths, understanding that it is not simply about recalling answers quickly, but understanding how problems can be solved in a number of different ways.

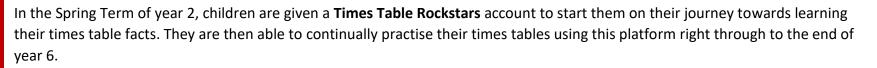
By the time they leave school at the end of year 6, we want our children to:

- Be fluent in the mathematical facts including times tables so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

In year R, children are introduced to a tens frame to support their recognition of number and their understanding of number bonds to 10.

Tens Frame Packs

In order to support the recall of mathematical facts, we use **Doodle Maths** with year 1 and year 2.







# Grayshott Primary School - Autumn Term Overview for the teaching of Mathematics – 2024/25

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#### Grayshott Primary School - Spring Term Overview for the teaching of Mathematics 2024/25 Week 12 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 11 Week 10 Building 9 and 10 Half (Comparing numbers to 10 and number bonds to 10) (Revisit numbers 1-10 including number bonds) Term Number and Place Value (within 20) Addition and Subtraction Number and Place Value (within 50) Length and Height Assessment Week Mass and Volume **Review and** Half **Review and** (within 20) Retrieval Retrieval Term **Discreet Teaching:** Number formation and number bonds to 10. **Multiplication and Division** Half Length and Height Multiplication and Assessment Week Mass. Capacity and Money Review and Review and Retrieval Division Retrieval Temperature Term **Discreet Teaching:** Identify and describe the properties of 2D and 3D shapes, identify 2D shapes on the surface of 3 D shapes. Counting in twos, fives, tens and threes Addition Multiplication and Division Length and **Review and** Half Fractions Multiplication and Assessment Week Mass and Capacity **Review and** and Perimeter Division Retrieval Retrieval Term Subtracti on Review **Discreet Teaching:** 3x and 4x tables, addition and subtraction-2 digits subtract 2 digits- crossing 10s barrier, properties of 2D shapes **Multiplication and Division** Length and Perimeter **Review and** Half Fractions Consolidate Assessment Week Decimals Retrieval and review Term **Discreet Teaching:** 7x, 9x, 12x tables, multiplication and division (formal and mental methods) Fractions Multiplication and Division **Review and** Half **Decimals and Percentages** Perimeter and Area Review Assessment Week Statistics Retrieval Term and Retrieval Discreet Teaching: Shading fractions of a shape, Division (3 digits divide 1 digit), estimating on a number line Ratio Calculation Algebra Half **Assessment Week** Fractions, Decimals and Percentages Area, Perimeter **Statistics** Decimals **Review and Review and** (Four operations **Practice SATs** and Volume Retrieval Term Retrieval and problems) **Discreet Teaching:** Multiplying and dividing 10, 100 and 1000, Simplifying fractions, adding/subtracting and multiplying fractions

Year

Year

Year

Year

Year

Year

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R Year

\*Consolidation/Review- these are weeks or sequences of lessons where previously taught domains of the maths curriculum are revisited, practised and further consolidated.

### Grayshott Primary School - Summer Term Overview for the teaching of Mathematics- 2024/25

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 8	Week 9	Week 10	Week 11	Week 12	
Year R	,				t, Then, Now nore, taking away)		l (Doubling, sharin	ind my patterr ng and grouping		On the move (deepening understanding of patterns and relationships)			
Year 1	Mult		nd Division	Fractions Geometry (Position and Direction)			Number and Place Value (within 100)	Measuremer (Money)	nt	Measurement (Time)	Assessment Week	Consolidation	
Year 2	Fractions			Time			Statistics	Position and direction			Assessment Week	Consolidation	
Year 3	Fractions			ctions Money Time		Half Term	Time	Shape		Statistics	Assessment Week	Consolidation	
Year 4	Decimals			cimals Money			Consolidation	Shape		Statistics	Assessment Week	Position and direction	
Year 5	Shape		and					Decimals	Number (Negative Nu	ımbers)	Measurement (Converting Units)	Assessment Week	Measurement (Volume)
Year 6	SATs Revision (topics to be decided based on Practice SATs in February 2025)			SATs Week	Shape		Position and direction	Review/cons	olidation and app	lication of skills acro	oss investigations ar	d problems.	

\* Review and Retrieval - these are weeks or sequences of lessons where previously taught domains of the maths curriculum are revisited, practised and further consolidated.

## Number fact progression

By the end of year 2, children must know the following addition facts and their associated subtraction facts.

Addin	g I and 2		Bonds to	<mark>o 10</mark>	A	dding 10		Bridg compen	YI facts			
Do	oubles		Adding	0	Nea	ır double	s					
+	0	Ι	2	3	4	5	6	7	8	9	10	
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10	
I	I + 0	1+1	I + 2	I + 3	I + 4	I + 5	I + 6	I + 7	I + 8	+ 9	I + I0	
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10	
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10	
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10	
5	5 + 0	5 + I	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10	
6	6 + 0	6 + I	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10	
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10	
8	8 + 0	8 + I	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10	
9	9 + 0	9 + 1	9+2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10	
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10	

## Times table progression

Children are expected to know all their multiplication and division facts by the end of year 4. The below chart outlines the progression of learning those facts from years 2 to 4. Children in year 5 and 6 will continue to practise their times table facts and improve their speed of recall.

X	2	3	4	5	6	7	8	9	10	11	12		
2	4	6	8	10	12	14	16	18	20	22	24		
3	3 9 12 15 18 21 24 27 30 33 36												
4	4 16 20 24 28 32 36 40 44 48												
5	5 25 30 35 40 45 50 55 60												
6	6 36 42 48 54 60 66 72												
7	7 49 56 63 70 77 84										84		
8	8 8 64 72 80 88 96										96		
9								81	90	99	108		
10									100	110	120		
11										121	132		
12	12 14												
28 multiplication/division facts to learn in year 2 (x2, x5, x10)													
+211	+21 multiplication/division facts to learn in year 3 (x3, x4, x8)												
+16 1	+16 multiplication/division facts to learn in year 4 (x6, x7, x9, x11,x12)												