**Background**

Throughout the home learning period January 2021 – February 2021, on average, 89% of children had access to daily Maths lessons. Live lessons were offered daily, videos of lessons were recorded and printed work packs were provided. The Maths curriculum provided, still followed our LTPs and provided the children with a range of differentiated reasoning and problem solving activities.

Approximately 33% of our children attended school as children of critical workers or as part of a vulnerable group. These children still received daily maths lessons, same day intervention and other additional interventions to help them keep up.

11% of the children did not access the work and will need additional support to catch up what they missed.

When the children return to school fully, the Maths Covid recovery plan will be implemented to ensure that all of the Key Performance Indicators are secured in Place Value and Number (including fractions); strong cross-curricular links will also ensure that Shape, Space, measures and statistics are also still taught. A strong focus will be placed on mental maths and arithmetic and specific interventions will ensure that KPIS from previous year groups are secured before moving learning on.

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|  | Nursery/ EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Essential Mental skills | * counting to 10 / 20
* recognising numbers 1-5 or 1-10 as a picture.
 | * counting on and back in ones
* doubling
 | * count on and back in tens and ones
* add by using number bonds to 10
* Begin to partition into 5 and a bit when adding.
 | * partition into 5 and a bit for adding/ subtracting
* adding 9 or 11 by adding 10 and adjusting.
* doubles and near doubles
* halving
 | * adding 3 or 4 small numbers looking for number bonds.
* adding 9, 19, 29, 11, 21, 31 by rounding and adjusting.
* doubling / halving 2 digit numbers (partitioning)
 | * add or subtract near multiples of 10 or 100 then adjust
* Use closely related facts to carry out multiplication and division.
 | * Add or subtract the nearest multiple of 10,100 then adjust
* Identify near doubles
* Use factors
* Partition to multiply
* Use doubling and halving
* Use closely related facts to carry out multiplication and division.
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| Essential KPIS | * Subitising – recognising and understanding what numbers are. recognise the numbers 1-5 (nursery)

1-10 (EYFS) as pictures* Recognising more / less / equal
* count to 20

form the numbers 0-9 correctly. | * count on and back to 100
* count in 10, 2, 5
* number bonds to 10 and 20
* doubling and halving (x ÷)
* add and subtract one-digit and two-digit numbers to 20, including zero
* Recognises, finds and names a half as one of two equal parts of an object, shape or quantity
 | * compare and order numbers <>=
* count in 2,3,5,10 from any given number (recognise patterns)
* Recalls and uses multiplication and division facts for the two, five and ten multiplication tables, including recognising odd and even numbers.
* Solves problems with addition and subtraction by:

Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. * Recognises, finds, names and writes fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
 | * PV of 4 digit numbers
* order and compare numbers up to 4 digits.
* round numbers up or down to nearest 10 or 100.
* addition and subtraction in contexts of money and measures.
* 3,4,8, multiplication and division facts.
* count on and back in tenths.
* Find unit and non-unit fractions of amounts and shapes.
* find simple equivalent fractions.
 | * PV of 5 digit numbers
* ordering and comparing numbers beyond 1000.
* rounding to 10, 100, 1000
* addition and subtraction using formal written methods in contexts of money and measures.
* Recalls multiplication and division facts for

multiplication tables up to twelve times twelve.* Written methods for multiplication and division in contexts such as area of shapes.
* Recognises and shows, using diagrams, families

of common equivalent fractions.* Counts up and down in hundredths; recognises that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
* Rounds decimals with one decimal place to the nearest whole number.
 | * PV numbers to at least 1 million. Interpret negative numbers in context.
* Add / subtract using formal written methods and mental strategies – applying to contexts such as perimeter, measures
* Identifying factors
* multiplication and division including using a knowledge of factors and multiples, squares and cubes.
* Compares and orders fractions whose denominators are all multiples of the same number.
* Reads and writes decimal numbers as fractions; e.g., 0.71 = 71/100.
* Reads, writes, orders and compares numbers with up to three decimal places.
 | * Rounds any whole number to a required degree of accuracy.
* Uses negative numbers in context and calculates intervals across zero.
* add / subtract using formal written methods in different contexts – measures, money
* When ready, multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication.
* When ready, divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
* Uses written division methods in cases where the answer has up to two decimal places.
* Recalls and uses equivalences between simple fractions, decimals and percentages, including in different context.
* Solves problems involving he calculation of percentages; eg, of measures and calculations such as 15% of 360 and the use of percentages for comparison.
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| Vocabulary | one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twentymorelessequal to | Numeral, twenty-one, twenty-two… one hundred, forwards, backwards, equal to, equivalent to, most, least, many, multiple of, equal to, half way between, above, belowMultiplication, multiply, multiplied by, multiple, division, dividing, grouping, arrayFraction, equal part, equal grouping, equal sharing, one of two equal parts, one of four equal parts, | greater than, less than, two-digit, three-digit, place value, stands for, represents, exchangeGroups of, times, once, twice, three times… ten times, repeated addition, divide, divided by, divided into, share, share equally, left, left over, one each, two each… ten each, group in pairs, threes… tens, equal groups of, row, column, multiplication table, multiplication fact, division factEquivalent fraction, mixed number, numerator, denominator, two halves, two quarters, three quarters, one third, two thirds, one of three equal parts | More than, less than, greater than (and symbols related to this)EqualsHundreds, tens and onesPlace valueOrderCompareOne hundred more / lessApproximate(ly)Round, nearest, round to the nearest ten, hundred, round up, round downAdd, subtract, total, difference between, altogether, hundreds boundaryMultiple, multiplied by, factor, productRemainderGrouping, sharing, division, divisible by, double, near double, half, halvefractionequivalent fractionmixed numbernumerator, denominatorequal partequal groupingequal sharingparts of a wholehalf, two halvesone of two equal partsquarter, two quarters, three quartersone of four, equal partsone third, two thirdsone of three equal partssixths, sevenths, eighths, tenths … | Tenths, hundredthsDecimal (places)Round (to nearest)Thousand more/less thanNegative integersFactors, factor pairsMultiplicationfacts (up to12x12)Division factsInverseDeriveEquivalent decimalsand fractions | Millions, thousands, hundreds, tens, ones, tenths, hundredthsGreater than, less than, more, decrease, totalEfficient writtenmethodProduct, factor, volume, multiply, divide, divisible, share, group, remainder, place holder, factor pair, primeCompositenumbers, primenumber, primefactors, squarenumber, cubednumberProper fractions, improperfractions, mixed numbersPercentageHalf, quarter, fifth, twofifths, four fifths | Numbers to tenMillionOrder ofoperationsOrder ofoperationsCommonfactors, commonmultiples |
| Intervention focus (Prior year group KPIS, mental skills and times tables) |  | * Subitising numbers 1 -10
* counting in 2,5,10 (precision)
 | * number bonds to 20
* counting 2,5,10
* doubling
 | * 2, 5, 10 multiplication and division facts.
* recognising the value of digits / ordering / comparing numbers.
* Adding / subtracting by partitioning mentally.
 | * times tables 2,3,4,5,8,10
* addition / subtracting using mental methods

(partitioning and round/ adjust)* adding or subtracting 9 or 11
* finding unit fractions of amounts.
 | * All times tables
* adding 9,19,29, 11, 21, 31 by rounding and adjusting
* simple equivalent fractions
 | * all times tables
* identifying factors
* PV numbers to 1 million
* equivalent fractions
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