

# Summer term Pre-School and Nursery (EYFS Statutory Framework 2021 and Development Matters Non Statutory Guidance 2020)

week	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Craig Park</b>	Number - fast recognition of up to 2 objects; <b>Shape, Space Measures</b> - compare weight (mass) heavy/light						Number -begin to link numerals and amounts to 3; <b>Number patterns</b> - reciting numbers in sequence (to 3); <b>Shape, Space Measures</b> - notice patterns and arrange things in patterns						Consolidation
<b>Nursery</b>	Number - number bonds up to 5; reciting no. up to 10; subitising up to 5; 1:1 correspondence; real life problem solving; <b>Number patterns</b> - identify, extend, create; <b>Shape, Space Measures</b> - position, routes, locations						Number - composition up to 5; reciting no. up to 10; subitising up to 5; 1:1 correspondence; real life problem solving; <b>Number patterns</b> - identify, extend, create; <b>Shape, Space Measures</b> - exploring 3D shapes						Consolidation

# Summer term Reception to Y6 adapted from White Rose Maths Hub planning (EYFS Statutory Framework 2021 and NC Programme for Mathematics 2013)

Plan in conjunction with active learning strategies and NRich/NCETM

week	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Reception</b>	To 20 and beyond <small>Build numbers beyond 10; Count patterns beyond 10. Spatial reasoning 1 Make, rotate, manipulate</small>			First, then, now <small>Adding more; Taking away Spatial reasoning 2 Compose and decompose</small>			Find my pattern <small>Doubling; Sharing &amp; grouping Even &amp; odd Spatial reasoning 3</small>			On the move <small>Deepening understanding; Patterns &amp; relationships Spatial mapping (4) Mapping</small>			Consolidation
<b>Year 1</b>	Recap x and ÷	Fractions		Position and direction	Place value to 100			Money	Shape	Time		Revision, closing the gaps, enrichment and problem solving activities	
<b>Year 2</b>	Position and direction	Revision and SATs					Revision, closing the gaps, enrichment and problem solving activities						
<b>Year 3</b>	Recap 4 operations	Money <small>(use opportunities using 4 operations)</small>		Time			Shape		Statistics		Revision, closing the gaps, enrichment and problem solving activities		
<b>Year 4</b>	Consolidate decimals	Money		Time Incl. Roman numerals		Shape		Position and direction		Statistics	Revision, closing the gaps, enrichment and problem solving activities		
<b>Year 5</b>	Shape			Position and direction		Negative numbers	Converting units		Volume		Revision, closing the gaps, enrichment and problem solving activities		
<b>Year 6</b>	Position and direction	Revision (incl. time ) and SATs					Revision, closing the gaps, enrichment and problem solving activities						

# Summer term Raynham Primary linked to EYFS Statutory Framework 2021 and Development Matters 2020

Plan in conjunction with active learning strategies and NRich/NCETM

	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Craig Park Summer</b>  	<b>Number</b> - fast recognition of up to 2 objects; <b>Shape, Space Measures</b> - compare weight (mass) heavy/light Daily routine, sorting objects and some counting words randomly Some understanding that things exist even when out of sight						<b>Number</b> -begin to link numerals and amounts to 3; <b>Number patterns</b> - reciting numbers in sequence (to 3); <b>Shape, Space Measures</b> - notice patterns and arrange things in patterns Daily routine, size, time language, recites some numbers in sequence						<b>Closing the gaps</b>
	<i>Beginning to say numbers when counting though might be random. Began to sort objects into groups and previously counting though might have been in random order. Beginning to have awareness of heavy/light.</i>						<i>Began to sort objects into groups and previously counting though might have been in random order. Began to be aware that something is big or small, heavy, light, awareness of morning, day, evening.</i>						<i>Building on the learning throughout the year</i>

**Outdoor learning** - trikes and bikes and number bays, counting steps, objects if at home, e.g. spoons, forks, etc.; Visiting animals - counting animals; Counting sounds made with instruments; Building towers with large construction blocks, Drawing numbers using large mark making tools in the outdoors and making the number with items outdoor, Tracing numbers.; Body percussion - counting claps, counting stomps, etc.; Number puzzles ; Numbers in the environment. Comparing items outdoors by size, e.g. trees, plants, flowers, planting seeds and comparing sizes of seeds, growing own plants, monitoring how they grow, counting birds/leaves/sticks, collecting sticks, leaves, stones and counting ordering by size.

**Cross-curricular Links** - Use the language of size and weight in everyday contexts. Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers; Size activities ideas [10 big and small activities preschool](#) ; [Sorting-between-big-and-small](#) ; Music/P.E. - number formation song with Jack Hartman [Jack Hartman Youtube](#) ; Patterns and numbers hunt, numbers match, using natural materials, incl. Leaves, also see lots of ideas on the following links and adapt for nursery. [EYFS Outdoor maths ideas](#) ; [Outdoor ideas](#) . Also see for ideas [Additional resources and ideas](#)

**Resources/Stimulus Ideas**  
 Number stories and rhymes/songs [Rhymes and songs 1](#) [Rhymes and songs 2](#) ; [Counting stories](#) [Rhymes songs counting stories 3](#)  
 Manipulatives/objects/natural materials, e.g. leaves, sticks, stones, etc.; [Cbeebies/topics/numeracy](#) ; NRich numbers activities ideas; <https://nrich.maths.org/13372>; Ladybirds Spots Game <https://www.topmarks.co.uk/learning-to-count/ladybird-spots>; daily routine and time songs <https://www.youtube.com/watch?v=eUxRi6j6Ezw> ; <https://www.youtube.com/watch?v=VlRzAwqD0> ; <https://www.youtube.com/watch?v=1n9rsD5L5NU> ; [https://www.youtube.com/watch?v=A5urHU7-M\\_M](https://www.youtube.com/watch?v=A5urHU7-M_M) ; Books and stories about size <https://www.prekinders.com/size-books/> Small/Big Actions song <https://www.youtube.com/watch?v=ho0iqU6L88U>; [https://www.youtube.com/watch?v=h\\_7wV1OzTX8](https://www.youtube.com/watch?v=h_7wV1OzTX8) <https://www.youtube.com/watch?v=P7-UNYm0P2w>

**Development Matters - non-statutory guidance for EYFS - MATHS PP 55-59** [Development Matters - non-statutory curriculum guidance for EYFS.pdf](#)  
 EYFS profile exemplification numbers [ELG11 - Numbers.pdf](#)  
 EYFS profile exemplification shape, space, measures [ELG12 - Shape space and measures.pdf](#)  
 Draw ideas also using Reception White Rose Hub <https://whiterosemaths.com/reception-sol/>

## Vocabulary and Questions

Compare sizes, weights etc. using gesture and language - 'big, small, heavy, light' One, two, three, four, five, six, seven, eight, nine, ten, numbers Time - morning, day, evening	Big, small, , compare sizes, weights etc. using gesture and language - 'light / heavy', pattern One, two, three, four, five, six, seven, eight, nine, ten, numbers Time - morning, day, evening	Based on children's needs
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**Key Questions to develop and assess reasoning and problem solving** - How can you work it out? Explain...; What strategies have you used? Explain...; How can you prove your answer? Show me.

**Mastery/Depths of Understanding** - incorporate activities Spot the mistake True or False? What comes next? Concept cartoons/Which is the odd one out? What is the same/different?

Numbers Practice	Tools, Strategies and Resources	Assessments
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<p><b>Daily Practice incl. Concrete</b>                      Daily counting opportunities indoor and outdoor                      Use of objects and puzzles, available for children to explore number and to begin develop early foundation stages of fluency</p>	<p>Concrete tools, Variety of objects, Creative and Active Learning ,Songs <a href="http://www.numberock.com/">www.numberock.com/</a>; For ideas to adapt for nursery also see <b>Reception White Rose Hub</b> <a href="https://whiterosemaths.com/reception-sol/">https://whiterosemaths.com/reception-sol/</a> Mastery/Challenges - NCETM, Range of NRich ideas for EYFS <a href="https://nrich.maths.org/13371">https://nrich.maths.org/13371</a> <a href="http://www.mathematicshed.com/">http://www.mathematicshed.com/</a> Shared Drives/Resources/Maths and Shared Drives/Old Server/Maths Folder; 30 Fun Indoor Games and Activities <a href="https://www.pre-kpages.com/indoor-recess-games-and-activities-for-preschoolers/">https://www.pre-kpages.com/indoor-recess-games-and-activities-for-preschoolers/</a> ; Circle Time Games <a href="https://earlyimpactlearning.com/21-circle-time-games-for-preschool-that-actually-work/">https://earlyimpactlearning.com/21-circle-time-games-for-preschool-that-actually-work/</a> ; EYFS Online Games <a href="https://www.education.com/games/preschool/">https://www.education.com/games/preschool/</a> ; Gardening cross curricular links <a href="https://www.gardeningwithchildren.co.uk/school-zone/national-curriculum/">https://www.gardeningwithchildren.co.uk/school-zone/national-curriculum/</a> ; <a href="https://freetimewiththekids.com/maths-games-for-your-garden/">https://freetimewiththekids.com/maths-games-for-your-garden/</a> ; <a href="https://www.google.co.uk/amp/s/freetimewiththekids.com/maths-games-for-your-garden/%3famp">https://www.google.co.uk/amp/s/freetimewiththekids.com/maths-games-for-your-garden/%3famp</a> ; <a href="https://www.countrysideclassroom.org.uk/storage/resource/downloads/00f2ba6f-9924-4e4a-8fa9-a2845002ada5/original/maths-in-the-garden-publication.pdf">https://www.countrysideclassroom.org.uk/storage/resource/downloads/00f2ba6f-9924-4e4a-8fa9-a2845002ada5/original/maths-in-the-garden-publication.pdf</a></p>	<p>Ongoing observations via Evidence Me or Learning Journey                       W1 10 Final</p>
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# Summer term Raynham Primary linked to EYFS Statutory Framework 2021 and Development Matters 2020

Plan in conjunction with active learning strategies and NRich/NCETM

1	2	3	4	5	6	7	8	9	10	11	12	13
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## Nursery Summer

Prior Learning

Each concept needs to incorporate CPA approach, where applicable.

<p><b>Number</b> - number bonds up to 5; reciting no. up to 10; subitising up to 5; 1:1 correspondence; real life problem solving; <b>Number patterns</b> - identify, extend, create; <b>Shape, Space Measures</b> - position, routes, locations</p>	<p><b>Number</b> - composition up to 5; reciting no. up to 10; subitising up to 5; 1:1 correspondence; real life problem solving; <b>Number patterns</b> - identify, extend, create; <b>Shape, Space Measures</b> - exploring 3D shapes</p>	<p><b>Closing the gaps</b></p>
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<p><i>Began to develop understanding that abstract numbers carry meaning and counting though might have been in random order. Began to count objects and previously counting though might have been in random order. Mark making with the aim to represent numbers. Awareness of morning, day, evening and daily routines, used objects for counting though might have been in random order though developing greater fluency. Beginning to develop awareness of patterns and sequence.</i></p>	<p><i>Began to count objects and previously counting though might have been in random order. Mark making with the aim to represent numbers. Awareness of morning, day, evening and daily routines. Began to be aware that something is big/small, long/short; awareness of different shapes through matching concrete puzzles. Beginning to develop awareness of patterns and sequence.</i></p>	<p><i>Building on the learning throughout the year</i></p>
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**Outdoor learning** - trikes and bikes and number bays, counting steps, objects if at home, e.g. spoons, forks, etc.; Visiting animals - counting animals; Counting sounds made with instruments; Building towers with large construction blocks, Drawing numbers using large mark making tools in the outdoors and making the number with items outdoor, Tracing numbers.; Body percussion - counting claps, counting stomps, etc.; Number puzzles ; Numbers in the environment. Comparing items outdoors by size, e.g. trees, plants, flowers, planting seeds and comparing sizes of seeds, growing own plants, monitoring how they grow, counting birds/leaves/sticks, collecting sticks, leaves, stones and counting ordering by size.

**Cross-curricular Links** - Use the language of size and weight in everyday contexts. Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers; Size activities ideas [10 big and small activities preschool](#) ; [Sorting-between-big-and-small](#) ; Music/P.E. - number formation song with Jack Hartman [Jack Hartman Youtube](#) ; Patterns and numbers hunt, numbers match, using natural materials, incl. Leaves, also see lots of ideas on the following links and adapt for nursery. [EYFS Outdoor maths ideas](#) ; [Outdoor ideas](#) . Also see for ideas [Additional resources and ideas](#)

**Resources/Stimulus Ideas**  
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 Manipulatives/objects/natural materials, e.g. leaves, sticks, stones, etc.; [Cbeebies/topics/numeracy](#) ; NRich numbers activities ideas; <https://nrich.maths.org/13372>; Ladybirds Spots Game <https://www.topmarks.co.uk/learning-to-count/ladybird-spots>; daily routine and time songs <https://www.youtube.com/watch?v=eUX8i6j6Ezw> ; <https://www.youtube.com/watch?v=VklRzAwqd0> ; <https://www.youtube.com/watch?v=1n9sD5L5NU> ; [https://www.youtube.com/watch?v=A5urHU7-M\\_M](https://www.youtube.com/watch?v=A5urHU7-M_M) ; Books and stories about size <https://www.prekinders.com/size-books/> Small/Big Actions song <https://www.youtube.com/watch?v=ho0iqU6L88U>; [https://www.youtube.com/watch?v=h\\_7wV1OzTX8](https://www.youtube.com/watch?v=h_7wV1OzTX8) <https://www.youtube.com/watch?v=P7-UNYmOP2w>

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 Draw ideas also using Reception White Rose Hub <https://whiterosemaths.com/reception-sol/>

Vocabulary and Questions		
One, two up to 10; numbers, count, patterns, number bond, position, location	One, two up to 10; numbers, count, morning, day afternoon, evening, first, then Long, short, longer, shorter, simple 2D and 3D shapes (square, circle, triangle, rectangle, cylinder, cube, cuboid), curved, pointy, flat	Based on children's needs

Key Questions to develop and assess reasoning and problem solving - How can you work it out? Explain...; What strategies have you used? Explain...; How can you prove your answer? Show me.

Mastery/Depths of Understanding - incorporate activities Spot the mistake True or False? What comes next? Concept cartoons/Which is the odd one out? What is the same/different?

Numbers Practice	Blended Learning	Tools, Strategies and Resources	Assessments
<p><b>Daily Practice incl. elements of CPA approach</b></p> <p>Daily counting opportunities indoor and outdoor</p> <p>Use of objects and puzzles, available for children to explore number</p>	<p><b>Using tablets and interactive whiteboard</b></p> <p><b>Online Games Websites for Maths different topics (also see above links in cross-curricular links and Resources/Stimulus Ideas</b></p> <p><a href="https://mathsframe.co.uk/en/resources/category/22/most-popular">https://mathsframe.co.uk/en/resources/category/22/most-popular</a>  <a href="https://www.topmarks.co.uk/math-games/5-7-years/counting">https://www.topmarks.co.uk/math-games/5-7-years/counting</a>  <a href="https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/">https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/</a>  <a href="https://www.mathsisfun.com/games/">https://www.mathsisfun.com/games/</a>  <a href="https://www.mathplayground.com/math-games.html">https://www.mathplayground.com/math-games.html</a></p>	<p>CPA (concrete, pictorial, abstract), Manipulatives and objects , Creative and Active Learning ,Songs <a href="https://numberock.com/">https://numberock.com/</a>; <b>Can adapt ideas from Reception White Rose Hub <a href="https://whiterosemaths.com/reception-sol/">https://whiterosemaths.com/reception-sol/</a></b></p> <p>Mastery/Challenges - NCETM, NRich <a href="https://nrich.maths.org/13372">https://nrich.maths.org/13372</a>  <a href="http://www.mathematicshed.com/">http://www.mathematicshed.com/</a> Shared Drives/Resources/Maths and Shared Drives/Old Server/Maths Folder;</p> <p>Gardening cross curricular links (see sustainability section in curriculum o</p>	<p>Ongoing observations via Evidence Me or Learning Journey</p> <p>WI 10 Final Assessments</p>

# Summer term Raynham Primary whole school plan adapted from White Rose Maths Hub planning

Plan in conjunction with active learning strategies and NRich/NCETM



week	1	2	3	4	5	6	7	8	9	10	11	12	13
Reception	To 20 and beyond			First, now, then			Find my pattern from White Rose Maths Hub planni			On the move			Consolidation
	<p><b>Number</b> Build numbers beyond 10 Count patterns beyond 10</p> <p><b>Measure, Shape and Spatial Thinking</b> Spatial reasoning Make, rotate, manipulate</p> <p>ONGOING ASSESSMENTS AND OBSERVATIONS</p>			<p><b>Number</b> Adding more Taking away</p> <p><b>Measure, Shape and Spatial Thinking</b> Spatial reasoning 2 Compose and decompose</p> <p>ONGOING ASSESSMENTS AND OBSERVATIONS</p>			<p><b>Number</b> Doubling Sharing and grouping Even &amp; odd</p> <p><b>Measure, Shape and Spatial Thinking</b> Spatial reasoning 3</p> <p>ONGOING ASSESSMENTS AND OBSERVATIONS</p>			<p><b>Number</b> Consolidating key skills Deepening understanding Patterns and relationships</p> <p><b>Measure, Shape and Spatial Thinking</b> Spatial reasoning 4 Mapping</p> <p>ONGOING ASSESSMENTS AND OBSERVATIONS</p>			<p>Recap through games and active learning</p>

## Arithmetics and Timestables Practice

EY- Daily 10 minutes sessions following Mastering Number scheme  
<https://drive.google.com/drive/folders/1srU2LMOgRLOaj9GLJNEwDz06AsCGFwF5?usp=sharing>  
**Times Tables Dance**  
<https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4>

## Blended Learning

Online Learning Activities and parents submitting learning at home activities through Evidence Me

## Mastery/Depths of Understanding

Incorporate activities Spot the mistake, True or False? What comes next? Concept cartoons/Which is the odd one out? What is the same/different?

## Key Questions to develop reasoning and problem solving

How can you work it out? Explain...; What strategies have you used? Explain...; How can you prove your answer? Show me. [Links to Cold Calling.](#)

## Assessments

Ongoing formative assessments EvidenceMe

## Tools and Strategies

**STRATEGIES**  
 Fluency, Reasoning, Problem Solving; CPA (concrete, pictorial, abstract); Focus Activities and Table Tops linked to learning; Manipulatives; Creative/Active Learning; Outdoor Learning and Activities

LINKS	
White Rose Hub Scheme Updated 2022	<a href="#">White Rose Hub for Early Years</a>
Early Years Maths New Curriculum Links	<a href="#">Early Years Curriculum</a>
Links and Resources	<a href="#">(Useful Links and Resources)</a>
NCETM/Mastery and NRich	NRich <a href="#">EYFS and KS1 NRich Links to Curriculum</a> ; NCETM/Mastery Depths of Understanding <a href="#">Mastery Resources</a>
Progression Map	<a href="#">Progression Map and Key Vocabulary</a>
Maths at a Glance	<a href="#">Maths Policy at a Glance</a>

# Summer term Raynham Primary whole school plan adapted from White Rose Maths Hub planning

Plan in conjunction with active learning strategies and NRich/NCETM



week	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Year 1</b>	Recap x and ÷	<b>Fractions</b>		<b>Position and direction</b>	<b>Place value to 100</b>			<b>Money</b>	<b>Shape</b>	<b>Time</b>		<b>Revision, closing the gaps, enrichment and problem solving activities</b>	
	<p><a href="#">Y1 Multiplication and Division</a> Recap x and ÷</p>	<p><a href="#">WRH Fractions</a> Recognise, find and name a half as one of two equal parts of an object, shape or Quantity.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  <b>END OF UNIT QUIZ</b></p>		<p><a href="#">WRH Position and Direction</a> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.  <b>END OF UNIT QUIZ</b></p>	<p><a href="#">WRH Place Value</a> 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.  Read and write numbers from 1 to 20 in numerals and words.</p>			<p><a href="#">WRH Money</a> Recognise and know the value of different denominations of coins and notes.  Solve simple one step problems  <b>END OF UNIT QUIZ</b></p>	<p><a href="#">WRH Shape</a> Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].  <b>END OF UNIT QUIZ</b></p>	<p><a href="#">WRH Time</a> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].  Recognise and use language relating to dates, including days of the week, weeks, months and years.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later).  Measure and begin to record time (hours, minutes, seconds).</p>		<p>Revision of topics and closing gaps based on assessment.  Provide a range of enrichment activities including games, active learning, NRich and NCETM.  <a href="#">Enrichment and Depths of Understanding Resources</a></p>	

## Arithmetics and Timestables Practice

[EY/KS1](#) - Daily 10 to 15 minutes sessions following Mastering Number scheme  
[Mastering Number Resources](#)  
 Times Tables Dance [Songs](#)  
 Calculation Policy  
[School Calculation Policy](#)

## Blended Learning

Maths Shed Homework weekly number bonds to 10 and 20 practice/Multiple choice quizzes (Wordwall, Kahoot and Google Forms); [Rockstars Timestables for MABLE+](#), online games and songs (Numberock, Youtube), Mathsframe; Using [Rockstars Timestables Modelling tool](#) [Rockstars Interactive Tools](#)

## Mastery/Depths of Understanding

Incorporate activities Spot the mistake, True or False? What comes next? Concept cartoons/Which is the odd one out? What is the same/different?

## Key Questions to develop reasoning and problem solving

How can you work it out? Explain...; What strategies have you used? Explain...; How can you prove your answer? Show me. [Links to Cold Calling](#).

## Cultural Capital - Significant Person

Ada Lovelace (1815-1852), British, mathematical expertise in early computing

## Assessments

Ongoing formative assessments  
 Multiple choice quizzes for topics  
 WRH end of unit assessments.

## Tools and Strategies

**STRATEGIES**  
 Fluency, Reasoning, Problem Solving; [Raynham Calculation Policy](#)  
 CPA (concrete, pictorial, abstract); Manipulatives; Creative/Active Learning  
[Online Manipulatives](#)

**FAST FEEDBACK & PLANNING**  
[Fast Feedback and Pupil Conferencing Framework and Resources](#)  
 Lesson Planning Template  
[Planning Template](#)

<b>LINKS</b>	
<a href="#">White Rose Hub Scheme Updated 2022</a>	<a href="#">White Rose Hub Scheme Updated 2022</a>
<a href="#">National Curriculum: Mathematics Programme of Study (2014)</a>	<a href="#">National Curriculum: Mathematics Programme of Study 2013</a>
<a href="#">NC Mathematis Guidanceee (2020)</a>	<a href="#">National Curriculum Updated Guidance 2020</a>
<a href="#">NCETM/Mastery and NRich</a>	<a href="#">NRich EYFS and KS1 NRich Links to Curriculum</a> ; <a href="#">NCETM/Mastery Depths of Understanding</a> <a href="#">Mastery Resources</a>
<a href="#">Progression Map</a>	<a href="#">Progression Map and Key Vocabulary</a>
<a href="#">Maths at a Glance</a>	<a href="#">Maths Policy at a Glance</a>

# Summer term Raynham Primary whole school plan adapted from White Rose Maths Hub planning

Plan in conjunction with active learning strategies and NRich/NCETM



	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Year 2</b>	<b>Position and direction</b>	<b>Revision and SATs</b>					<b>Revision, closing the gaps and enrichment activities</b>						
	<p><u>Position &amp; Direction</u> Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p><b>End of Unit Quiz</b></p>	<p>Closing the gaps and revision of topics for SATs tests.</p> <p><b>SATs tests</b> To be scheduled during May 2023 and to be completed by 31st May 2023</p>					<p>Revision of topics and closing gaps based on assessment.</p> <p>Provide a range of enrichment activities including games, active learning, NRich and NCETM.</p> <p><a href="#">Enrichment and Depths of Understanding Resources</a></p>						

## Arithmetics and Timestables Practice

[EY/KS1](#) - Daily 10 to 15 minutes sessions following Mastering Number scheme  
[Mastering Number Resources](#)  
 Times Tables Dance [Songs](#)  
 Calculation Policy  
[School Calculation Policy](#)

## Blended Learning

Maths Shed Homework weekly number bonds to 10 and 20 practice/Multiple choice quizzes (Wordwall, Kahoot and Google Forms); [Rockstars Timestables for MABLE+](#), online games and songs (Numberock, Youtube), Mathsframe; Using Rockstars Timestables Modelling tool [Rockstars interactive Tools](#)

## Mastery/Depths of Understanding

Incorporate activities Spot the mistake, True or False? What comes next? Concept cartoons/Which is the odd one out? What is the same/different?

## Key Questions to develop reasoning and problem solving

How can you work it out? Explain...; What strategies have you used? Explain...; How can you prove your answer? Show me.  
[Links to Cold Calling.](#)

## Cultural Capital - Significant Person

Muhamad Ibn Musa Al-Khwarizmi, 780-850. Hindu Arabic numbers and numerals

## Assessments

Ongoing formative assessments  
 Multiple choice quizzes for topics  
**WRH end of unit assessments.**

## Tools and Strategies

STRATEGIES	FAST FEEDBACK & PLANNING	LINKS
Fluency, Reasoning, Problem Solving; <a href="#">Raynham Calculation Policy</a>	<a href="#">Fast Feedback and Pupil Conferencing Framework and Resources</a>	<a href="#">White Rose Hub Scheme Updated 2022</a>
CPA (concrete, pictorial, abstract); Manipulatives; Creative/Active Learning <a href="#">Online Manipulatives</a>	<a href="#">Lesson Planning Template Planning Template</a>	<a href="#">National Curriculum: Mathematics Programme of Study (2014)</a>
		<a href="#">National Curriculum: Mathematics Programme of Study 2013</a>
		<a href="#">National Curriculum Updated Guidance 2020</a>
		NRich <a href="#">KS2 NRich Link</a> ; NCETM/Mastery Depths of Understanding <a href="#">Mastery Resources</a>
		<a href="#">Progression Map and Key Vocabulary</a>
		<a href="#">Maths Policy at a Glance</a>
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# Summer term Raynham Primary whole school plan adapted from White Rose Maths Hub planning

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<b>Year 3</b>	<b>Recap 4 operations</b>	<b>Money (use opportunities using 4 operations)</b>	<b>Time</b>			<b>Shape</b>			<b>Statistics</b>		<b>Revision, closing the gaps, enrichment and problem solving activities</b>		
	<p><a href="#">Spring Objectives</a></p> <p>Recap 4 operations and solve problems.</p>	<p><a href="#">WRH Money</a></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Solve routine and non-routine money problems using 4 operations.</p> <p><b>End of Unit Quiz</b></p>	<p><a href="#">WRH Time</a></p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p><b>End of Unit Quiz</b></p>	<p><a href="#">WRH Shape</a></p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p><b>End of Unit Quiz</b></p>	<p><a href="#">WRH Statistics</a></p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p><b>End of Unit Quiz</b></p>	<p>Revision of topics and closing gaps based on assessment.</p> <p>Provide a range of enrichment activities including games, active learning, NRich and NCETM.</p> <p><a href="#">Enrichment and Depths of Understanding Resources</a></p>							

## Arithmetics and Timestables Practice

[KS2](#)- Daily 15 to 20 minutes sessions on Arithmetics and Timestables incl. Rockstars Timestables session  
See ideas for sessions  
[Times Tables Ideas for Sessions](#)  
[Times Tables Dance Songs](#)  
**Calculation Policy**  
[School Calculation Policy](#)

## Blended Learning

Maths Shed Homework/Multiple choice quizzes (Wordwall, Kahoot and Google Forms); [Rockstars Timestables for MABLE+](#), online games and songs (Numberock, Youtube), Mathsframe; Using [Rockstars Timestables Modelling tool](#) [Rockstars Interactive Tools](#)

## Mastery/Depths of Understanding

Incorporate activities Spot the mistake, True or False? What comes next? Concept cartoons/Which is the odd one out? What is the same/different?

## Key Questions to develop reasoning and problem solving

How can you work it out? Explain...; What strategies have you used? Explain...; How can you prove your answer? Show me. [Links to Cold Calling](#).

## Cultural Capital - Significant Person

Dorothy Vaughan (1910-2008), African American, mathematics, computer programming, aeronautics

## Assessments

Ongoing formative assessments  
Multiple choice quizzes for topics  
**WRH end of unit assessments.**

## Tools and Strategies

**STRATEGIES**  
Fluency, Reasoning, Problem Solving; [Raynham Calculation Policy](#)  
CPA (concrete, pictorial, abstract); Manipulatives; Creative/Active Learning  
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Year 4	Consolidate decimals	Money		Time Incl. Roman numerals		Shape		Position and direction		Statistics	Revision, closing the gaps, enrichment and problem solving activities		
	<p><a href="#">Spring Objectives</a></p> <p>Recap decimals</p>	<p><a href="#">WRH Money</a></p> <p>Convert between different units of measure relating to money.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve money problems involving the 4 operations.</p> <p><b>End of Unit Quiz</b></p>		<p><a href="#">WRH Time</a></p> <p>Convert between different units of measure [for example, hour to minute].</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>End of Unit Quiz</b></p>		<p><a href="#">WRH Shape</a></p> <p>Convert between different units of measure [for example, hour to minute].</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>End of Unit Quiz</b></p>		<p><a href="#">WRH Position and Direction</a></p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p><b>End of Unit Quiz</b></p>		<p><a href="#">WRH Statistics</a></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>End of Unit Quiz</b></p>	<p>Revision of topics and closing gaps based on assessment.</p> <p>Provide a range of enrichment activities including games, active learning, NRich and NCETM.</p> <p><a href="#">Enrichment and Depths of Understanding Resources</a></p>		

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## Key Questions to develop reasoning and problem solving

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## Cultural Capital - Significant Person

Benjamin Banneker ( 1731-1806), African American, mathematics and astronomy

## Assessments

Ongoing formative assessments  
Multiple choice quizzes for topics  
**WRH end of unit assessments.**

## Tools and Strategies

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week	1	2	3	4	5	6	7	8	9	10	11	12	13		
Year 5	<b>Shape</b> <a href="#">WRH Shape</a> - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.  - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.  - Draw given angles, and measure them in degrees (°). - Identify angles at a point and one whole turn (total 360°); angles at a point on a straight line and 1/2 a turn (total 180°); other multiples of 90°.			<b>Position and direction</b> <a href="#">WRH Position and Direction</a> - Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.		<b>Negative numbers</b> <a href="#">WRH Negative Numbers</a> - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.		<b>Converting units</b> <a href="#">WRH Converting Units</a> - Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).  - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.  - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.  - Solve problems involving converting between units of time.  - Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) and estimate the area of irregular shapes.		<b>Volume</b> <a href="#">WRH Volume</a> - Estimate volume [for example, using 1 cm <sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].  - Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.		<b>Revision, closing the gaps, enrichment and problem solving activities</b>  Revision of topics and closing gaps based on assessment.  Provide a range of enrichment activities including games, active learning, NRich and NCETM.			
	- Use the properties of rectangles to deduce related facts and find missing lengths and angles.  - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  End of Unit Quiz			End of Unit Quiz		End of Unit Quiz		End of Unit Quiz		End of Unit Quiz					

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## Key Questions to develop reasoning and problem solving

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## Cultural Capital - Significant Person

Srinivasa Ramanujan (1887-1920). mathematical analysis, number theory, infinite series and continued fractions

## Assessments

Ongoing formative assessments  
Multiple choice quizzes for topics  
WRH end of unit assessments.

## Tools and Strategies

### STRATEGIES

Fluency, Reasoning, Problem Solving; [Raynham Calculation Policy](#) CPA (concrete, pictorial, abstract); Manipulatives; Creative/Active Learning  
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## Cultural Capital - Significant Person

Leonardo di Pisa (Fibonacci), 1175-1250, Italian, mathematics, aeronautics, orbital mechanics

## Assessments

Ongoing formative assessments  
Multiple choice quizzes for topics  
**WRH end of unit assessments.**

week	1	2	3	4	5	6	7	8	9	10	11	12	13
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Year 6

Position and direction

Revision and SATs

Revision, closing the gaps, enrichment and problem solving activities

[WRH Position and Direction](#)

- Describe positions on the full coordinate grid (all four quadrants).  
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

End of Unit Quiz

Revision of topics for SATs tests (include time).

### SATs tests

Thursday 11 May: mathematics papers 1 (arithmetic) and 2 (reasoning)

Friday 12 May: mathematics paper 3 (reasoning)

Revision of topics and closing gaps based on assessment.

Provide a range of enrichment activities including games, active learning, NRich and NCETM.

[Enrichment and Depths of Understanding Resources](#)

## Tools and Strategies

### STRATEGIES

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