Youth Challenge Primary

Curriculum Policy

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At Youth Challenge Primary, our **intent** is to deliver a curriculum which accurately meets the needs of our pupils. These are pupils who may be disaffected, who are at risk of being permanently excluded from school and who may be achieving significantly below their potential. The behaviour of our pupils has usually had a significant impact on their ability to access school fully.

The pupils at Youth Challenge Primary attend on a part time basis, two days a week, returning to their mainstream school on the other days. As such, the delivery of the curriculum is a partnership with the mainstream school.

Due to these factors, we have tailored our curriculum with:
- High emphasis on Maths and English skills to enable pupils to work towards their potential in these areas. We recognise that their behaviour may have impacted hugely on their progress and "catch up" and engagement are crucial.
- High emphasis on developing the skills that pupils need to benefit from their education. These skills are largely social, emotional and behavioural. This requires explicit "taught time" as well as being embedded in all activities and aspects of the curriculum.
- Recognition that all pupils have an entitlement to a broad and balanced curriculum. Activities and subjects are delivered to ensure this delivery, but Maths, English and PSHCE are kept at a far higher priority and, as such, as a proportion of time.

As the pupils are dual registered the delivery of the curriculum is in partnership with the mainstream school. We ask on admission for:
- The pupil's age related expectations.
- KS1 phonic screening results
- Key stage 1 SATS results
- Completion of the Every Child Matters questionnaire as a starting point for our teaching PSHCE skills.

We liaise with the schools through weekly emails, school visits on a Friday and regular pupil reviews (through the Early Help process) at which academic progress and targets are monitored and reviewed with the mainstream school and parents.

We use the national curriculum as a starting point for a wide and varied learning experience for our children. These are based around our learning values of;

- motivation.
- having a go.
- resilience,
- independence and
- cooperation.

And also learning the Youth Challenge Primary way;   -

- We let staff help us make better choices
- We feel secure enough to try new skills
- We are kind and considerate to others
- We try our best

The vision of our curriculum is;

- To prepare pupils for the best possible/available transition locally out of YCP when

the time comes.

- We use the national curriculum guidelines in order to develop the knowledge content of the curriculum, but our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about.
- We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.
- We want our children to enjoy learning again. To be passionate and have ownership of their outcomes.
- We aim to meet the needs of all our children, challenging them and enabling them to problem solve and undertake learning at a deeper level.
- We encourage our children to share their learning with each other, their families and their mainstream schools.

The intentions of the teaching is informed by educational research into effective teaching practices, cognition and learning and how knowledge and understanding develops. The teaching demonstrates a deep knowledge of the subjects taught and the continuous monitoring of the learning which provides feedback. The staff develop a classroom climate that inspires and motivates the pupils.

The **implementation** of our planned curriculum through curriculum drivers and discrete subjects which provides opportunities for each pupil to:

- develop English, Maths
- experience a themed curriculum enabling a deep dive into a topic – Our Wider Learning (OWL)
- develop self-confidence and self esteem
- develop emotional literacy skills
- develop social skills
- develop oracy skills
- develop cooperative skills and a mutual respect for the needs and rights of others
- promote self-discipline, intellectual challenge and high expectations
- develop creative and practical skills and interests
- have access to appropriate learning experiences, which will ensure that, where
- appropriate, full reintegration back into their mainstream education remains a possibility.
- develop a positive attitude towards SATs, determination to have a go and resilience to attempt them.
- transition and support for year 7, so that pupils are year 7 ready.

Planning
The teacher will produce a yearly over view as a long term plan, medium term objectives termly for Maths, English and OWL and PSHCE and mentoring which addresses the learning of the pupils in the class.

Each week the teacher will plan individual lessons which incorporate the whole group and individual targets and needs of all the pupils for English and Maths. This must incorporate the roles of all the learning mentors supporting the teaching of the children in that lesson. This is shared with all staff in advance of the first lesson being taught.

Learning mentors will plan on a rota basis the PSHCE group mentoring lessons and will individually plan their individual mentoring sessions based on the ECM targets.

Maths
The teacher at Youth Challenge Primary is responsible for maths. Maths is taught for one lesson per day. Pupils will be set individual targets by the teacher based on age related

expectation from mainstream school and our baseline assessments, First Attempt at Learning (FAIL) tasks, in Youth Challenge Primary on the topic maths set for the half term.

Though the nature of lessons will be very different depending on the needs of the class, children should be: active; practicing skills they haven't yet mastered; learning something new or learning to apply their knowledge to different contexts. Lessons will be well paced, productive to ensure the children are successful and happy learners.

Topics are chosen to fill gaps in their learning, but follow the national curriculum content – we teach the practical topics but do include some calculation work. (See separate calculation progression overview.)

English

English is taught through quality text relating to the termly theme. The teacher at Youth Challenge Primary is responsible for English. English is taught for one lesson per day. Staff are expected to familiarise themselves with the English requirements of the national curriculum for the year group of the pupils.

Pupils will be set individual targets in English by Youth Challenge Primary based on their Age Related Expectations provided from mainstream school and their initial cold write assessments.

Spoken language – Through oracy, we encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We promote the use of Standard English by high expectations of modelling from the staff and a culture of coaching each other within school. We provide opportunities to listen and respond to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions. Some specific opportunities are planned for those children who have a specific speech and language difficulties or social communication difficulties. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively. The deliberate, explicit and systematic teaching of oracy across phases and through-out the curriculum will support children and young people to make progress in the four strands of oracy outlined in the Oracy Framework.

Cognitive

Content
- Choice of content to convey meaning & intention
- Building on the views of others

Structure
- Structure & organisation of talk

Clarifying & summarising
- Seeking information & clarification through questioning
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others
- Guiding or managing interactions
- Turn-taking

Listening & responding
- Listening actively & responding appropriately

Confidence in speaking
- Self assurance
- Liveliness & flair

Audience awareness
- Taking account of level of understand of the audience

Physical

Voice
- Fluency & pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language
- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Reading – Although reading is not an area that we ask for learning targets in, or we formally teach, our English lessons are to be taught through a shared reading book. They will use this book as the basis for their, writing (grammar and punctuation) and speaking and listening tasks.

Children will read daily either a library book or use the EPIC books online reading app. Children will also be given the chance to choose a 'Read at Home ' book from the separate library – this can be changed weekly.

Children will be read to daily from the whole class novel.

Writing:
The National Curriculum states that pupils should:
- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:
- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Spelling - this is not a skill we formally teach but will be addressed through the child's writing.

Handwriting. – all pupils have a presentation target to encourage them to take pride in their work. Staff handwriting should be neat, presentable and legible at all times.

Composition – Staff are to follow the programmes of study for ensuring that children have a wide range of writing opportunities across their admission. This will ensure that there is sufficient   evidence that children's work can be assessed.

Vocabulary – When writing, it is important that children use wide and appropriate vocabulary to the theme and programmes of study – using their oracy skills.

Punctuation – Rather than simply being a set of discreet exercises, punctuation is learned by reading widely and looking at the way texts are put together and then being given the opportunity to write in a range of genres.

Grammar – Grammar is split into 3 discrete sections

- **Word level** – How single words are used in sentences (e.g. plurals, tenses)
- **Sentence level** – How sentences are constructed (e.g. clauses, conjunctions, adverbs, prepositions)
- **Text level** – How sentences are put together to form text types. (e.g. subheading, paragraphs)

Our wider learning – OWL
Topic

Topic lessons will be based on the termly theme and will be taught to each group for 1 afternoon per week. It will be planned and led by the teacher. Incorporated into these lessons will be history, geography, computing, art and science.

Computing

The use of technology is incorporated into all parts of the day here at Youth Challenge. In individual lessons it is added into the planning by the teacher or mentors. The children will have a termly internet safety lesson.

Mentoring

Group mentoring PSHCE

Children have a weekly planned, themed mentoring topic lesson based on ECM targets for a lesson a week led by the mentoring staff.

Individual mentoring

Children have 1-1 planned weekly 20 minute sessions with their Learning Mentor to support their SEMH, ECM needs.

RSE (See separate policy)

Our RSE curriculum is planned, but we adapt it as and when necessary. We work closely with our mainstream schools and support their work as much as possible in delivering RSE topics.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, the needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Cultural Capital (See separate policy)

At Youth Challenge Primary, we recognise that for children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The Youth Challenge Primary recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a child's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Homework

Homework is set once a week by the teacher, it is to be handed in the following day. Homework is an important tool in consolidating learning and enhancing the curriculum for children. Homework will provide an appropriate challenge for the pupils at Youth Challenge Primary and their families.

Our curriculum has an ambition for high achievers of all pupils irrespective of background and starting point. The **impact** of which will be measured and evaluated through what the children;
ACHIEVE – Are the children making progress. And are they given the opportunities to achieve greater depth. Our assessments show knowledge and skills are embedded.
SUCCEED – Are the children confident and successful learners.
ENJOY – Are the children demonstrating our learning values and enjoying doing things the YCP way in their learning and their behaviour in school.

Baseline Assessment
Information is received from the children's mainstream schools regarding achievements in line with National Curriculum year expectations for English and Maths.
At Youth Challenge Primary we use teacher assessments to initially assess English and Maths, as well as tools to assess Social/Moral/Spiritual/cultural aspects. Attainment is mapped against progress in the individual targets for English and Maths, as well as Personal and Social Development.
This diagnostic assessment method provides data which is scrutinised at half termly moderation meetings with the whole staff and half termly Pupil Progress meetings by class teacher and SLT to ensure that pupils' pace of learning is appropriate. This informs personalised planning and the need for further intervention where necessary.

Progress
Formal assessments are completed half termly to inform teaching.
Informal assessments are used daily to inform planning and teaching for next steps.

Reporting
Written reports covering progress in English and Maths is included in the children's reviews. Behaviour and social/emotional assessments are also included. Parents are invited to the review on a half termly basis where they are informed of their child's progress**.**

We regularly review how well our curriculum goals are enabling achievement through;
- Is there high Quality outcomes.
- Is the curriculum content is responsive and relevant.
- Is their success and challenge for all
- Are the children part of a learning family.

Monitoring and Evaluation of the Curriculum:
Formal monitoring and evaluation of the curriculum is an on-going process. As a staff team we are constantly looking to improve the quality of the curriculum, in terms of both content and standards of teaching and learning. Curricular issues are discussed weekly as part of staff meetings and the Improvement Plan reflect the improvements that we constantly wish to implement. The curriculum may also be adapted to suit the needs of a particular cohort of children and their individualised SEN support plans.

Procedures for Curricular Complaints:
Parents / carers who are dissatisfied with any aspect of the curriculum are asked to discuss the matter with the Youth Challenge Primary Academy Lead. If the issue cannot be resolved, then the parent / carer should make their complaint known in writing to the Academy Lead.

Curriculum Intention, Implementation, Intent.

Intentions

Our learning values	Motivation	Having a Go HAG	Resilience	Independence	Cooperation	Emotional intelligence	Respect

The Youth Challenge Primary way	We let staff help us make better choices	We feel secure enough to try new skills		We are kind and considerate to others		We are happy and have an improved self-awareness.	

Our Teaching intentions	Purpose of learning is made explicit leading to outcomes	Modelling		Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessments and judgement

Implementation

Our provision is informed by educational research into effective teaching practices, cognition and learning and how knowledge and understanding develops.	Teaching is based on clear understanding of cognition and learning	Teacher demonstrates a deep knowledge of the subjects taught.		Teachers monitor learning and provide feedback.	Classroom climate inspires and motivates	Groupings are flexible.	Learning check and book scrutiny are rigorous.

Our curriculum comprises an entire planned educational experience.	Visits	Visitors	Welcome	Learning outside	Daily news	Charity days	Mentoring
	English	History	Geography		Maths	Reading	Art

Curriculum Drivers	Discrete subjects	Discrete subjects in blocks
Three lead subjects Hook to engage children and give learning context	Taught through topic	Learning projects

Impact

Our curriculum has an ambition for high achievers of all pupils irrespective of background and starting point.	Children make progress. They are given opportunities to achieve greater depth. Assessment shows knowledge and skills are embedded.	Children are confident and successful learners.	Children demonstrate the Youth Challenge way in their learning and behaviour. Children learn to make the right choices for their safety.

We regularly review how well our curriculum goals enable achievement	High Quality outcomes	Curriculum content is Responsive and Relevant	Mastery for all	Embedded Knowledge and skills	Being part of a family and a community

Curriculum plan – Year 1							
Term		Autumn1/2 2020		Spring 1/2 2021		Summer 1/2 2021	
Theme	Year group	WW2		Dare Devils- Would You Dare?		Rainforests	
English	Text Y3/4	The Lion and the Unicorn Shirley Hughes		The Firework Makers Daughter Philip Pullman		Jack and The bean stalk	
	Text Y5/6	D-Day Dog/ Armistice Runner Tom Palmer		Queen of the Falls Chris Van Allsburg		Journey to the River Sea Eva Ibbotson	
	Genre /Writing	Reports / Letters/diaries		Story / Descriptions		Settings	
Maths	All year groups	Measure	Geometry- properties of shape	Measure time	Geometry- position and direction	Fractions	Statistics
OWL Our Wider Learning		History A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Through the eyes of a child Rationing Evacuation War on the home front Letters from the front line		History A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Famous daredevils in history Phillipe Petite Blondin Annie Edison Taylor Evel Kniviel Ross Edgley Ed Stafford Bear Grills		Geography Science To locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rainforests.	
Local links	All year groups	Imperial War museum		Fred Dibnar		Our high schools Smithills Farm Smithills forest	
PSHCE	All year groups	Safe relationships Our families Friendships Respect ourselves and others RSE		Emotional intelligence Worries- bag of worries, Anger- inside out , Happiness- buckets links with music, art		Keeping safe Safety in the home, in the environment, strangers Hazards Rules	Growing and Changing Physical health- including respect ourselves Mental wellbeing- mental health rocks
SMSC Cultural Capital		Remembrance day Halloween Bonfire night Christmas		Easter World book day Saints days Number day Mother's day Chinese New Year		Royal family British Sporting events Sports day	
Computing		Internet safety Prodigy Kahoot Read write perform Green screen		Internet safety Prodigy Kahoot Internet search Green screen Animoto		Internet safety Prodigy Kahoot Google maps	

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Curriculum plan – Year 2							
Term		Autumn1/2 2021		Spring 1/2 2022		Summer 1/2 2022	
Theme	Year group	Victorian Britain		Journey's		Reduce, Reuse, Recycle	
English	Text Y3/4	Fairs Fair Leon Garfield		Journey Aaron Becker		Tin Forest Helen Ward	
	Text Y5/6	Street Child Berlie Doherty		The Explorer Katherine Rundell		Stig of the dump Clive King	
	Genre /Writing	Reports / Letters/diaries		Story / Descriptions		Settings	
Maths	All year groups	Measure	Geometry- properties of shape	Measure time	Geometry- position and direction	Statistics	Fractions
OWL Our Wider Learning	All year groups	History A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Through the eyes of a child Life at home Rich v Poor Working life Girls v Boys Inventions Children's entertainment		Geography locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Science recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	
Local links	All year groups	Smithills Hall Hallithwood – Samuel Crompton Lever Brothers Bolton Town Hall Le Mans Crescent Work houses- Townlies Mills		Transport Museum- Bury Aviation museum Manchester Museum of science and industry Local environment Canals Steam train		Rakes Lane tip Litter pick – in the woods	
PSHCE	All year groups	Safe relationships Our families Friendships Respect ourselves and others RSE		Emotional intelligence Worries- bag of worries, Anger- inside out , Happiness- buckets links with music, art		Keeping safe Safety in the home, in the environment, strangers Hazards Rules	Growing and Changing Physical health- including respect ourselves Mental wellbeing- mental health rocks

SMSC Cultural capital		Remembrance day Smithills Hall – visit Halloween Bonfire night Christmas	Shrove Tuesday World book day Saints days Number day Mother's day Valentine's Day Chinese New Year Easter Transport Museum- Bury visit	Sports days Trip to the tip- Raikes lane
Computing		Internet safety Prodigy Kahoot Read write perform Green screen	Internet safety Prodigy Kahoot Internet search Green screen	Internet safety Prodigy Kahoot Google maps Google expeditions

Reading Statement

The Reading Environment

The class will have an inviting reading area that welcomes children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race.

The class will have a range of books available to pupils that reflect their current class topic. ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.

All staff will display the book that they recommend in the classroom including the reasons why.

The class will have a text that is shared for the purpose of English lessons and a book that is for enjoyment. The latter book may be read to the children at the end of the school day or at any other appropriate moment.

A respect for books will be fostered and modelled by all staff.

Individual Reading

Children will have access to Epic books where they can personalize their daily reading: Daily age- and level-appropriate recommendations customized to their interests.

Staff can Track progress: see which books the children likes by analysing time spent reading.

The children can get content that grows with them: quality books they'll love at every step of their reading journey.

Build confidence: endless books, videos and more to grow their skills and feed curiosity.

Home Reading

The children are encouraged to take a read at home book from the library to share with parents and carers. The children are encouraged read widely and challenge themselves.

Calculation statement

	+	-	Skills	x	÷	Skills

Y2	Vertical partitioning method using place value grid and counters eg:
	
	  25
	+24
	  49
	
	[blank grid]
	
	Start with ones and move on to compensating if ready
	
	Extend to compact column method if have sound understanding of place value.
	
	Access strategies
	• Counters
		Vertical partitioning method using place value grid and counters eg:
		
		  35
		- 24
		  11
		
		[blank grid]
		
		Start with ones and move on to compensating if ready
		
		Extend to compact column method if have sound understanding of place value.
		
		Access strategies
		   Counters
			• Read and write numbers to at least 100 in digits & words
			• Recognise the place value of each digit in a two-digit number (tens, ones)
			• Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13) (counters)
			• Compare and order numbers from 0 up to 100; use <, > and = signs
			• Find 1 or 10 more or less than a given number
			• Describe and extend simple sequences involving counting on or back in different steps
			• Use place value and number facts to solve problems
			• Show that addition of two numbers can be done in any order and subtraction of one number from another cannot
			• Understand subtraction as take away and difference (how many more, how many less/fewer)
			• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
			• Add and subtract numbers using objects, pictures, and mentally, including: (Counters)
			  two-digit number and ones
			- a two-digit number and tens
			- two two-digit numbers
			- adding three one-digit numbers
				Extend use of arrays to develop concepts and links between x and ÷
				
				Link grouping to counting/repeated addition
				
				Formalise recording of year 1 strategies
				
				Move onto multiplication using counters.
				  12 x 3 = 36
				
				[blank grid]
				
				Access strategies
					Extend use of arrays to develop concepts and links between x and ÷
					
					Link division to number of counts/multiples of a number/repeated subtraction
					
					Formalise recording of year 1 strategies
					
					Access strategies
					• Counters
					• Numicon
					• Multiplication Grids
						• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
						• Understand the connection between the 10 multiplication table and place value
						• Understand multiplication as repeated addition
						• Understand division as sharing and grouping and that a division calculation can have a remainder
						• Show that multiplication of two numbers can be done in any order and division of one number by another cannot
						• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
						• Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10)
						• Find halves of simple two-digit even numbers (numbers in which the tens are even)
						• Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (×), (÷) and (=) signs
						• Solve problems involving multiplication and division (including those with

	+	-	Skills	x	÷	Skills
	• Numberlines • Hundred Square 	• Numberlines • Hundred Square 	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • Solve problems with addition and subtraction including with missing numbers: (Counters)	• Counters • Numicon • Multiplication Grids		remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts (Counters and Numicon) • Find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects or quantity

Y3	Compact column addition (numbers up HTO including 1 decimal place)
	
	  625
	+ 48
	  673
	
	Extend to decimals in the context of money starting with multiples of 10p.
	
	  £3.20
	+ £1.90
	  £5.10
	    1
	
	Use counters to support with decimal addition if needed
		Compact column subtraction (numbers up HTO including 1 decimal place)
		
		  6 8 1
		7̶9̶4̶
		- 148
		  546
		
		Extend to decimals in the context of money starting with multiples of 10p.
		
		  £4.50
		-£2.20
		  £2.30
		
		Use counters to support with decimal subtraction if needed
			• Count up and down in tenths
			• Read and write numbers up to 1000 in digits and words
			• Identify the value of each digit to one decimal place
			• Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16) (Counters)
			• Compare and order numbers up to 1000
			• Compare and order numbers with one decimal place
			• Find 1, 10 or 100 more or less than a given number
			• Describe and extend number sequences involving counting on or back in different steps
			• Select a mental strategy appropriate for the numbers involved in the calculation
			• Understand and use take away and difference for subtraction, deciding on the most efficient method
			• Recall/use addition/subtraction facts for 100 (multiples of 5 and 10)
			• Derive and use addition and subtraction facts for 100
			• Derive and use addition and subtraction facts for multiples of 100 totalling 1000
				Grid method (TUxU)
				
				23 x 8 = 184
				
				x 20 3
				8 160 24 (160+24)
				
				Use counters to support with multiplication if needed
				
				Access strategies
				• Counters
				• Multiplication Grids
					Develop reliable written methods within known multiplication tables.
					
					  21
					3)63
					
					(empty grid)
					
					Access strategies
					• Counters
					• Multiplication Grids
						• Count from 0 in multiples of 4, 8, 50 and 100
						• Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer
						• Recall/use addition/subtraction facts for 100 (multiples of 5 and 10)
						• Understand that division is the inverse of multiplication and vice versa
						• Understand how multiplication and division statements can be represented using arrays
						• Understand division as sharing and grouping and use each appropriately
						• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
						• Derive and use doubles of all numbers to 100 and corresponding halves
						• Derive and use doubles of all multiples of 50 to 500
						• Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and

	+	-	Skills	x	÷	Skills
	  Access strategies • Counters • Hundred Square	 Access strategies • Counters • Hundred Square	• Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds • Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction			progressing to formal written methods • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which objects are connected to m objects • Find fractions of numbers
Y4	Compact column addition (numbers up ThHTO including 2 decimal place) 6258 + 2748 9006 1 1 1 67.82 + 45.33 113.15 1 1 Use counters to support with decimal addition if needed	Compact column subtraction (numbers up ThHTO including 2 decimal place) 8 1 7̶9̶46 - 1482 6464 5 1 6̶7̶.67 - 49.43 18.24 Use counters to support with decimal subtraction if needed	• Count backwards through zero to include negative numbers • Count up and down in hundredths • Read and write numbers to at least 10 000 • Read and write numbers with up to two decimal places • Recognise the place value of each digit in a four-digit number • Identify the value of each digit to two decimal places • Order and compare numbers beyond 1000 • Order and compare numbers with the same number of decimal places up to two decimal places • Find 0.1, 1, 10, 100 or 1000 more or less than a given number • Describe and extend number sequences involving counting on or back in different steps,	Grid method (HTOxO) 346 x 9 = 3114 x 300 40 9 9 2700 360 45 2700 + 360 45 3114 Once secure with all times tables and grid method/partitioning, introduce short multiplication for HTO x U (ie:	Becoming more fluent in using formal methods of short division within known multiplication tables. 204 4)816 Access strategies • Counters • Multiplication Grids	• Count in multiples of 6, 7, 9, 25 and 1000 • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer • Recall multiplication and division facts for multiplication tables up to 12 × 12 • Use partitioning to double or halve any number, including decimals to one decimal place • Use place value, known and derived facts to multiply and divide mentally, including: - multiplying by 0 and 1 - dividing by 1 - multiplying together three numbers • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Divide numbers up to 3 digits by a one-digit number using the

	+	-	Skills	x	÷	Skills
	Access strategies • Counters • Hundred Square	Access strategies • Counters • Hundred Square	including sequences with multiplication and division steps • Recall and use addition and subtraction facts for 100 • Recall and use +/- facts for multiples of 100 totalling 1000 • Derive and use addition and subtraction facts for 1 and 10 (with 1 d.p.) • Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place • Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of column addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why • Solve addition and subtraction problems involving missing numbers	237 x____4 948 1 2 Use counters to support with this method if needed Access strategies • Counters • Multiplication Grids		formal written method of short division and interpret remainders appropriately for the context • Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects
Y5	Compact column addition (numbers up to Millions including decimals to 2 decimal places) Access strategies • Counters • Hundred Square	Compact column addition (numbers up to Millions including decimals to 2 decimal places) Access strategies • Counters • Hundred Square	• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • Count forwards and backwards in decimal steps • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • Read, write, order and compare numbers with up to 3 decimal places • Identify the value of each digit to three decimal places • Identify represent and estimate numbers using the number line	Compact multiplication (ThHTO x O) Long multiplication or Grid method Multiplication (ThHTO x TO) 3241 x 23 = 74,543 x 3000 200 40 1 20 60000 4000 800 20	Short division ThHTO ÷ O 3123 3)9369 Access strategies • Counters • Multiplication Grids	• Multiply/divide whole numbers and decimals by 10, 100 & 1000 • Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal • Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Recognise and use square (^{2}) and cube (^{3}) numbers

	+	-	Skills	x	÷	Skills

			• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
			• Solve number and practical problems that involve all of the above
			• Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)
			• Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)
			• Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places
			• Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (column addition and subtraction)
			• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
			• Solve addition and subtraction problems involving missing numbers
				3 9000 600 80 3
				
				  60000
				   4000
				   9000
				    800
				+ 400
				     80
				     20
				      3
				74,543
				
				Access strategies
				   • Counters
				   • Multiplication Grids
						• Use partitioning to double or halve any number, including decimals to two decimal places
						• Multiply & divide numbers mentally
						• Solve problems involving multiplication and division
						• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
						• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
						• Use estimation/inverse to check answers to calculations;
						• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
						• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Y6	Compact column addition (numbers up to Ten Millions including decimals to 3 decimal places)
	
	Access strategies
		Compact column addition (numbers up to Ten Millions including decimals to 3 decimal places)
		
		Access strategies
			• Count forwards or backwards in steps of integers, decimals, powers of 10
			• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
			• Identify, represent and estimate numbers using the number line
				Long multiplication (ThHTO x TO)
				
				   5672
				x 23
				113,440
				  17,016
					Short division ThHTO by TO
					
					   140r4
					25)3504
						• Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal

+	-	Skills	x	÷	Skills
• Counters • Hundred Square	• Counters • Hundred Square	• Order and compare numbers including integers, decimals and negative numbers • Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • Solve number and practical problems that involve all of the above • Select a mental strategy appropriate for the numbers in the calculation • Recall and use addition and subtraction facts for 1 (with decimals to two decimal places) • Perform mental calculations including with mixed operations and large numbers and decimals • Add & subtract whole numbers and decimals using formal written methods (column addition and subtraction) • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • Use knowledge of the order of operations to carry out calculations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving all four operations, including those with missing numbers	<u>130,456</u> Decimals x by as single unit $3.42 \times 8 = 27.36$ | x	3	0.4	0.02
8	24	3.2	0.16 | Access strategies • Counters • Multiplication Grids	Short division with decimal answers 205. 75 4)823.00 Access strategies • Counters • Multiplication Grids	• Identify common factors, common multiples and prime numbers • Use partitioning to double or halve any number • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Multiply one-digit numbers with up to two decimal places by whole numbers • Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Use written division methods in cases where the answer has up to two decimal places • Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • Use knowledge of the order of operations to carry out calculations • Solve problems involving all four operations, including those with missing numbers