



Maths

Intent

At Chew Stoke Church School, we recognise that maths is essential to everyday life. We believe that maths should inspire all pupils and provide opportunities for learners to make sense of the world around them with confidence.

We aim to deliver an ambitious, connected curriculum accessible to all, through the use of a whole school scheme of work (White Rose Maths, adapted to meet and challenge individual learners' needs).

Our policies, resources and schemes support our vision and help children across the school to become fluent mathematicians, with a secure conceptual understanding of maths.

Learners are able to reason and solve a range of mathematical problems.

Implementation

Teachers use the White Rose scheme of work to teach objectives clearly and to develop problem solving and reasoning for all learners. Teachers are encouraged to tailor plans, resources and support to suit individual learners' needs.

The concrete, pictorial, abstract approach provides learners with a real-world connection to mathematics. The mathematics strands are taught in blocks to allow pupils to become 'masters' of each topic area. Daily, small steps are taught to enhance conceptual understanding.

Concrete equipment is used across the whole school to develop mathematical concepts. Teachers use a variety of equipment and visual representations to embed connections in mathematics at a deeper level.

Teachers have a secure subject and pedagogical knowledge of mathematics, which has developed over time through year group expertise, staff meetings and training opportunities.

Mathematical understanding is checked through careful questioning, assessment for learning opportunities, formative assessment and summative assessment. Formative assessment is carried out through the use of Flashback 4, a system of questions that reviews previous learning, for that particular term. Summative assessment takes place three times a year at the end of each long term, using the White Rose end of term assessments.

Misconceptions are identified and addressed through immediate support in lesson, adapting planning and carefully planned interventions, that are carried out by both teachers and teaching assistants throughout the school.

Impact

As a result of our maths teaching at Chew Stoke, you will see;

- Children who are engaged and challenged
- Children who can talk confidently about their learning in maths
- Children who can use the acquired vocabulary in maths lessons
- Children who can use the acquired representations in maths lessons
- Children who can demonstrate a quick recall of facts
- Children who can independently reason and solve problems
- Lessons that use a range of resources and representations to support learning
- Data that tracks pupil attainment and progress

Progression of skills within Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value						
Count	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 	<ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 	<ul style="list-style-type: none"> • count in multiples of 6, 7, 9, 25 and 1,000 • count backwards through zero to include negative numbers 	<ul style="list-style-type: none"> • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • count forwards and backwards with positive and negative whole numbers, including through zero 	
Represent	<ul style="list-style-type: none"> • identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words 	<ul style="list-style-type: none"> • read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line 	<ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words 	<ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 	<ul style="list-style-type: none"> • read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals 	<ul style="list-style-type: none"> • read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
Use & Compare	<ul style="list-style-type: none"> • given a number, identify one more and one less 	<ul style="list-style-type: none"> • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs 	<ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 	<ul style="list-style-type: none"> • find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 	<ul style="list-style-type: none"> • (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit 	<ul style="list-style-type: none"> • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
Problems & Rounding		<ul style="list-style-type: none"> • use place value and number facts to solve problems 	<ul style="list-style-type: none"> • solve number problems and practical problems involving these ideas 	<ul style="list-style-type: none"> • round any number to the nearest 10, 100 or 1000 • solve number and practical 	<ul style="list-style-type: none"> • interpret negative numbers in context • round any number up to 1 	<ul style="list-style-type: none"> • round any whole number to a required degree of accuracy • use negative numbers in

				problems that involve all of the above and with increasingly large positive numbers	000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 <ul style="list-style-type: none"> • solve number problems and practical problems that involve all of the above 	context, and calculate intervals across zero <ul style="list-style-type: none"> • solve number and practical problems that involve all of the above
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Addition and Subtraction

Calculations	<ul style="list-style-type: none"> • add and subtract one-digit and two digit numbers to 20, including zero 	<ul style="list-style-type: none"> • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ➤ a two-digit number and ones ➤ a two-digit number and tens ➤ two two-digit numbers ➤ adding three one digit numbers 	<ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> ➤ 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 columnar addition and subtraction 	<ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 	<ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) <ul style="list-style-type: none"> • add and subtract numbers mentally with increasingly large numbers 	<ul style="list-style-type: none"> • perform mental calculations, including with mixed operations and large numbers <ul style="list-style-type: none"> • use their knowledge of the order of operations to carry out calculations involving the four operations
Problems	<ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤ applying their increasing knowledge of mental and written methods 	<ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<ul style="list-style-type: none"> • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<ul style="list-style-type: none"> • solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why <ul style="list-style-type: none"> • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<ul style="list-style-type: none"> • solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why

Multiplication and Division

Recall/Use		<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <ul style="list-style-type: none"> • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	<ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 <ul style="list-style-type: none"> • use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental 	<ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers <ul style="list-style-type: none"> • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 <ul style="list-style-type: none"> • recognise and use square numbers and cube numbers, and the notation for squared (x^2) and cubed (x^3) 	<ul style="list-style-type: none"> • identify common factors, common multiples and prime numbers <ul style="list-style-type: none"> • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
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				calculations		
Calculations		<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs 	<ul style="list-style-type: none"> 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 progressing to formal written methods 	<ul style="list-style-type: none"> multiply two-digit and three-digit numbers by a one-digit number using formal written layout 	<ul style="list-style-type: none"> multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for twodigit numbers multiply and divide numbers mentally drawing upon known facts 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 <ul style="list-style-type: none"> multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	<ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers
Problems	<ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<ul style="list-style-type: none"> solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	<ul style="list-style-type: none"> solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects 	<ul style="list-style-type: none"> solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates 	<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division
Combined					<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<ul style="list-style-type: none"> use their knowledge of the order of operations to carry out calculations involving the four operations
Fraction, Decimals and Percentages						
Fractions: Recognise & Write	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity 	<ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 	<ul style="list-style-type: none"> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths 	<ul style="list-style-type: none"> identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 	

	equal parts of an object, shape or quantity		10 <ul style="list-style-type: none"> recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators 	by ten.	<ul style="list-style-type: none"> recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] 	
Fractions: Compare		<ul style="list-style-type: none"> Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<ul style="list-style-type: none"> recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators 	<ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions 	<ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number 	<ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1
Fractions: Calculations		<ul style="list-style-type: none"> write simple fractions for example, $\frac{1}{2}$ of 6 = 3 	<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 	<ul style="list-style-type: none"> add and subtract fractions with the same denominator 	<ul style="list-style-type: none"> add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	<ul style="list-style-type: none"> add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$]
Fractions: Solve Problems			<ul style="list-style-type: none"> solve problems that involve all of the above 	<ul style="list-style-type: none"> solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number 		
Decimals: Recognise, write, compare				<ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places 	<ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to 	<ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places

					three decimal places	
Fractions, Decimals & Percentages				<ul style="list-style-type: none"> • solve simple measure and money problems involving fractions and decimals to two decimal places 	<ul style="list-style-type: none"> • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 	<ul style="list-style-type: none"> • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Proportion, Algebra

Ratio and Proportion						<ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
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Algebra	<i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</i>	<i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</i>	<i>solve problems, including missing number problems</i>			<ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables
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Measurement

Using Measures	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels <ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 	<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] estimate, compare and calculate different measures 	<ul style="list-style-type: none"> convert between different units of metric measure understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling 	<ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. convert between miles and kilometres
Money	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value <ul style="list-style-type: none"> find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts 	<ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence 	<ul style="list-style-type: none"> use all four operations to solve problems involving measure [for example, money] 	
Time	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day 	<ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 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 know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks] 	<ul style="list-style-type: none"> read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days 	<ul style="list-style-type: none"> solve problems involving converting between units of time 	<ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa
Perimeter, area, volume			<ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes 	<ul style="list-style-type: none"> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find 	<ul style="list-style-type: none"> measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 	<ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa

				the area of rectilinear shapes by counting squares	<ul style="list-style-type: none"> calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water] 	<ul style="list-style-type: none"> recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units
Geometry						
2D Shapes	<ul style="list-style-type: none"> recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] 	<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D shapes and everyday objects 	<ul style="list-style-type: none"> draw 2-D shapes 	<ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations 	<ul style="list-style-type: none"> distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles 	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
3D Shapes	<ul style="list-style-type: none"> recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<ul style="list-style-type: none"> recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] compare and sort common 3-D shapes and everyday objects 	<ul style="list-style-type: none"> make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 		<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations 	<ul style="list-style-type: none"> recognise, describe and build simple 3-D shapes, including making nets
Angles & Lines			<ul style="list-style-type: none"> recognise angles as a property of shape or a description of a turn 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 identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<ul style="list-style-type: none"> identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry 	<ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° 	<ul style="list-style-type: none"> find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Position & Direction	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and 		<ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the

		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)		the left/right and up/down • plot specified points and draw sides to complete a given polygon	changed	axes
Statistics						
Present & Interpret Data		• interpret and construct simple pictograms, tally charts, block diagrams and simple tables	• interpret and present data using bar charts, pictograms and tables	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	• complete, read and interpret information in tables, including timetables	• interpret and construct pie charts and line graphs and use these to solve problems

Maths - Class Curriculum Map

The majority of classes at Chew Stoke Church School are mixed age (will have a mix of 2 Year groups), as a result, the curriculum that has been developed runs over a two year cycle. This ensures that learning is never repeated and that knowledge builds on previous knowledge.

White Rose Maths

Owl Class: Year 1 (28 Pupils)

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn Term	Number: Place Value (Within 10)					Number: Addition and Subtraction (Within 10)					Geometry: Shape	Consolidation
Spring Term	Number: Place Value (Within 20)			Number: Addition and Subtraction (Within 20)			Number: Place Value (within 50)		Measurement: Length and Height		Measurement: Mass and Volume	
Summer Term	Number: Multiplication and Division			Number: Fractions		Geometry: Position and direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

Kingfisher: Year 2 (19 Pupils) & 3 (8 Pupils)

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn Term Yr2	Number: Place Value				Number: Addition and Subtraction					Geometry: Shape		
Autumn Term Yr3	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Spring Term Yr2	Measurement: Money		Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Volume		
Spring Term Yr3	Number: Multiplication and Division			Measurement: Length and Perimeter			Number: Fractions			Measurement: Mass and Capacity		
Summer Term Yr2	Statistics		Number: Fractions			Geometry: Position and Direction		Problem Solving		Measurement: Time		
Summer Term Yr3	Number: Fractions		Measurement: Money		Measurement: Time			Geometry: Shape		Statistics		Consolida tion

Woodpecker: Year 3 (24 Pupils) & 4 (7 Pupils)

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn Term Yr3	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division				
Autumn Term Yr4	Number: Place Value				Number: Addition and Subtraction			Measurement: Area	Number: Multiplication and Division			Consolidation
Spring Term Yr3	Number: Multiplication and Division			Measurement: Length and Perimeter			Measurement: Length and Perimeter		Measurement: Mass and Capacity			
Spring Term Yr4	Number: Multiplication and Division			Measurement: Length and Perimeter		Number: Fractions				Number: Decimals		
Summer Term Yr3	Number: Fractions		Measurement: Money		Measurement: Time			Geometry: Shape		Statistics		Consolidation
Summer Term Yr4	Number: Decimals		Measurement: Money		Measurement: Time	Consolidation	Geometry: Shape		Statistics	Geometry: Position and Direction		

Fox: Year 4 (15 Pupils) & 5 (16 Pupils)

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn Term Yr4	Number: Place Value				Number: Addition and Subtraction			Measurement: Area	Number: Multiplication and Division			Consolidation
Autumn Term Yr5	Number: Place Value			Number: Addition and Subtraction		Number: Multiplication and Division		Number: Fractions A				
Spring Term Yr4	Number: Multiplication and Division			Measurement: Length and Perimeter		Number: Fractions				Number: Decimals		
Spring Term Yr5	Number: Multiplication and Division			Number: Fractions B		Number: Decimals & Percentages		Measurement: Perimeter and area		Statistics		
Summer Term Yr4	Number: Decimals		Measurement: Money		Measurement: Time		Consolidation	Geometry: Shape		Statistics	Geometry: Position and Direction	
Summer Term Yr5	Geometry: Shape			Geometry: Position and Direction		Number: Decimals			Number Investigations	Measurement: Converting Units		Measurement: Volume

Badger: Year 5 (6 Pupils) & 6 (25 Pupils)

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn Term Yr5	Number: Place Value			Number: Addition and Subtraction		Number: Multiplication and Division			Number: Fractions A			
Autumn Term Yr6	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Number: Fractions A		Number: Fractions B		Measurements: Converting Units	
Spring Term Yr5	Number: Multiplication and Division			Number: Fractions B		Number: Decimals & Percentages			Measurement: Perimeter and area		Statistics	
Spring Term Yr6	Number: Ratio		Number: Algebra		Number: Decimals		Number: Fractions, Decimals and Percentages		Measurement: Area, Perimeter and Volume		Statistics	
Summer Term Yr5	Geometry: Shape			Geometry: Position and Direction		Number: Decimals			Number Investigations	Measurement: Converting Units		Measurement: Volume
Summer Term Yr6	Geometry: Shape			Geometry: Position and Direction	Themed Projects, Consolidation and Problem Solving							