Mathematics at Abingdon Primary School

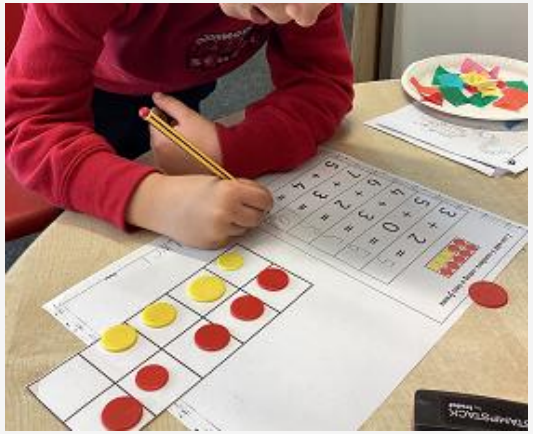
Our Bespoke Drivers

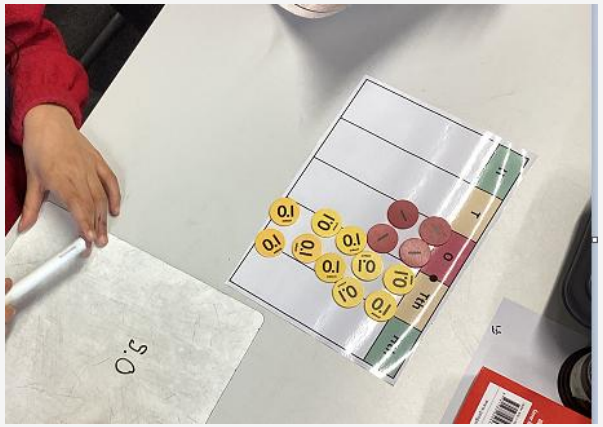
Role Models of all protected characteristics

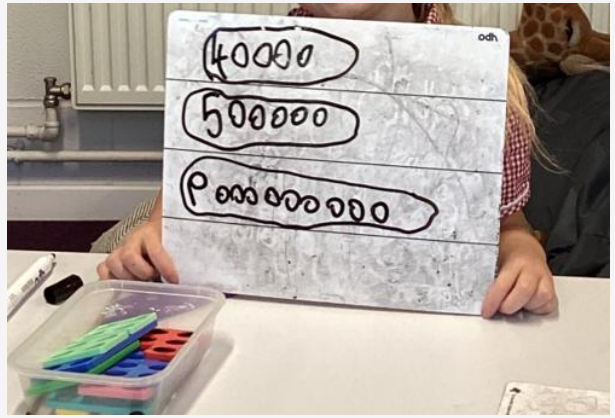
Accessing our local area and all it offers

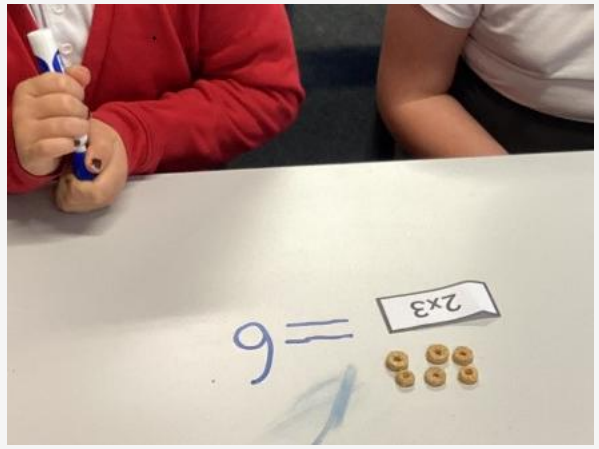
The Power of Word

Mathematics at Abingdon

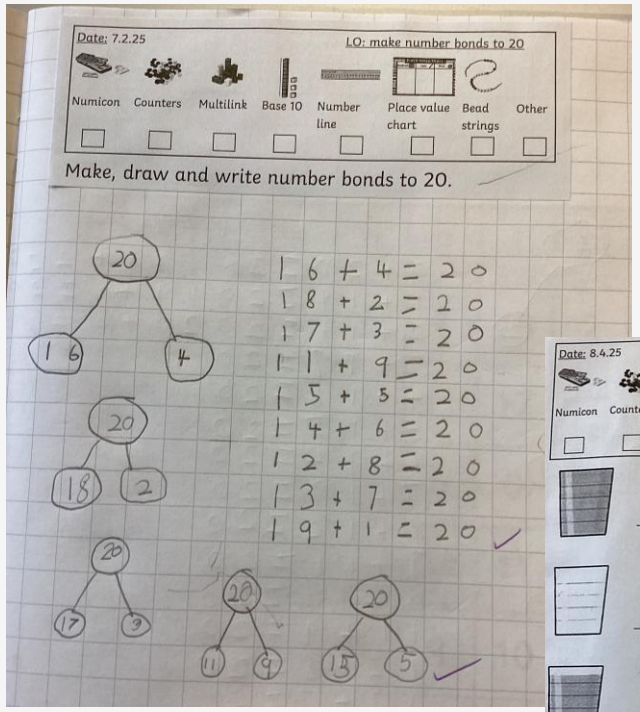


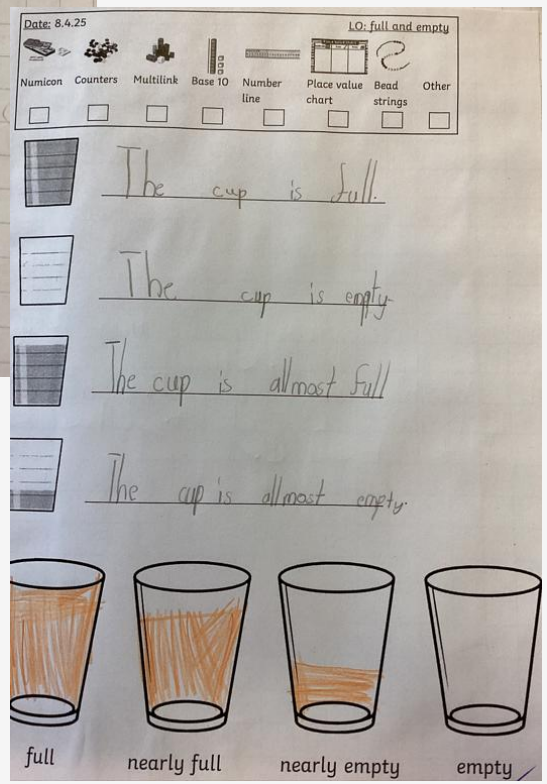


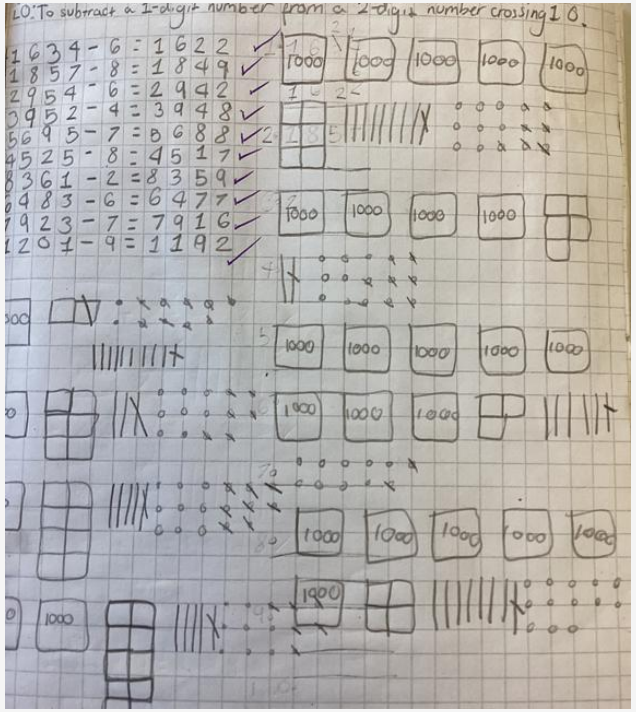


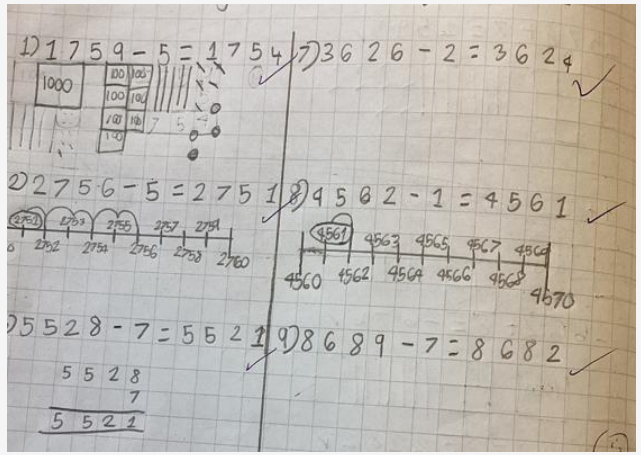


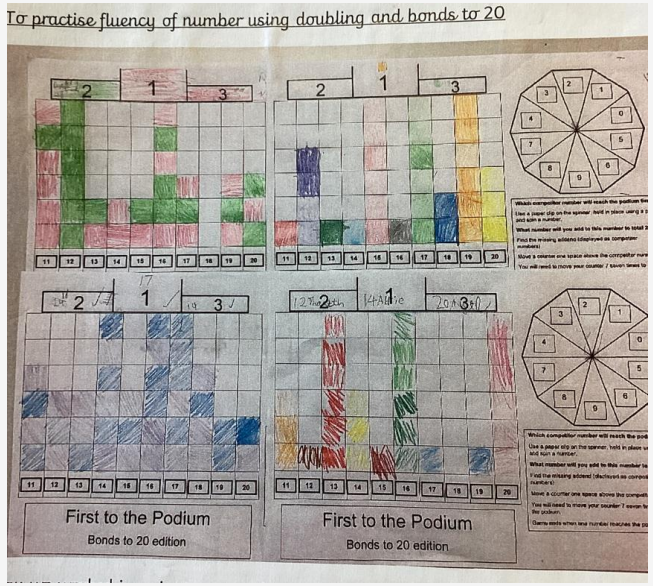
Mathematics at Abingdon











How is Learning Across Our School is Sequenced?

YEAR 5 MATHEMATICS LONG-TERM PLAN

Teaching for Mastery curriculum

ACADEMIC YEAR
2026 / 2027

Curriculum basis: NCETM Curriculum Prioritisation, the National Curriculum for England and the DfE Ready-to-Progress criteria. Suggested timings are indicative and should be adapted responsively.

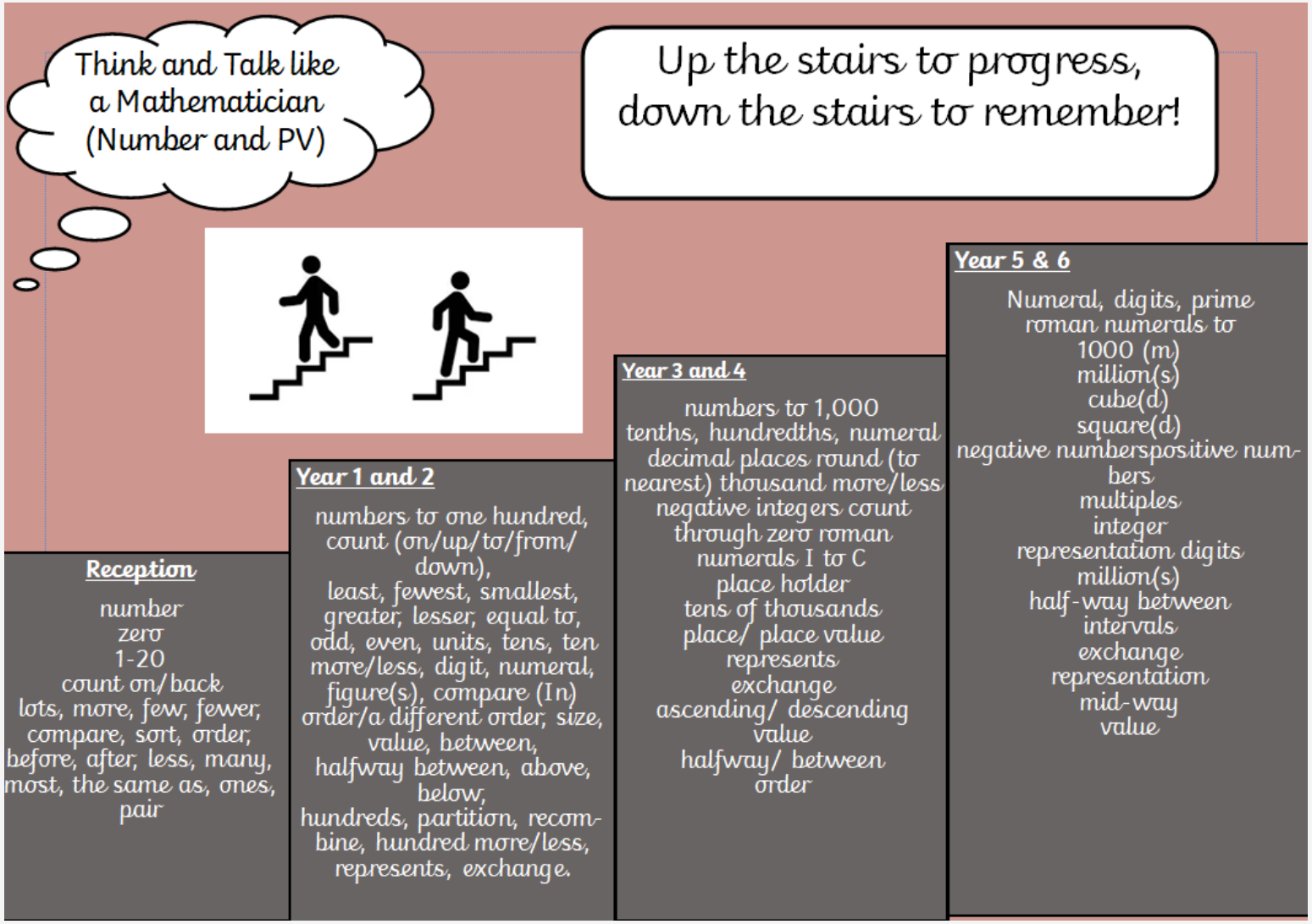
Reviewed: _____
Maths Lead: _____

ONGOING FLUENCY AND ARITHMETIC PROVISION Year 5 pupils receive regular, responsive retrieval and arithmetic practice alongside the main mathematics lesson. Practice secures multiplication facts, number relationships and efficient calculation while remaining connected to conceptual understanding.

Half term	Unit	NCETM unit	Indicative time	Curriculum strand	Ready-to-Progress	PD / guidance	Online unit
Autumn 1	1	Decimal fractions	5 weeks	Number and place value / decimals	5NPV-1–4, 5NF-2	1.23, 1.24	Open
Autumn 1	2	Money	2 weeks	Measurement / calculation	National Curriculum	1.25	Open
Autumn 2	3	Negative numbers	2 weeks	Number and place value	National Curriculum	1.27	Open
Autumn 2 / Spring 1	4	Short multiplication and short division	6 weeks	Multiplication and division	5MD-3, 5MD-4	2.14, 2.15	Open
Spring 1	5	Area and scaling	5 weeks	Measurement / multiplicative reasoning	5G-2	2.16, 2.17	Open
Spring 2	6	Calculating with decimal fractions	3 weeks	Decimals / multiplication and division	5MD-1	2.19, 2.29	Open
Spring 2	7	Factors, multiples and primes	4 weeks	Multiplication and division / number facts	5MD-2	2.20, 2.21	Open
Summer 1	8	Fractions	7 weeks	Fractions / decimals / percentages	5NPV-5, 5F-1–3	3.6, 3.7, 3.10	Open
Summer 2	9	Converting units	2 weeks	Measurement	5NPV-5	DfE Year 5 guidance	Open
Summer 2	10	Angles	3 weeks	Geometry	5G-1	DfE Year 5 guidance	Open

Here is an example of a long term plan that will be followed for an academic year. It follows the NCETM approach and sequenced effectively.

Vocabulary Progression



Mathematical vocabulary is key to the learning of mathematical concepts.

Calculations policy

Year 1	Year 2	Year 3
Pupils memorise and reason with number bonds to 10 and 20 in several forms.	**Practise addition to 20 and become increasing fluent in deriving facts.**	**Practise solving varied addition questions with two-digit numbers - the answers could exceed 100.**
+ = signs and missing numbers Pupils need to understand the concept of equality and its meaning of 'the same as' before using the '=' sign. Calculations should be written either side of the equals sign so that the sign is not just interpreted as 'the answer'. **2 = 1 + 1** **2 + 3 = 4 + 1** Missing numbers need to be placed in all possible places. **3 + 4 = □** **□ = 3 + 4** **7 = □ + 4** **3 + □ = 7** **Counting and Combining sets of Objects** Combining two sets of objects (aggregation) which will progress onto adding on to a set (augmentation) 	**Missing number problems** e.g. 14 + 5 = 10 +□ 32 + □ + □ = 100 35 = 1 + □ + 5 It is valuable to use a range of representations (also see y1). Continue to use number lines to develop understanding of: **Adding in tens and ones** 23 + 12 = 23 + 10 + 2 = 33 + 2 = 35 **Partitioning and bridging through 10.** The steps in addition often bridge through a multiple of 10 e.g. Pupils should be able to partition the 7 to relate adding the 2 and then the 5. 8 + 7= 15 **Adding 9 or 11 by adding 10 and adjusting by 1** e.g . Add 9 by adding 10 and adjusting by 1 35+ 9 = 44 **Towards a Written Method** Partitioning in different ways and recombine	Missing number problems using a range of equations as in Year 1 and 2 but with appropriate, larger numbers. **Partition into tens and ones** Partition both numbers and recombine. Add by partitioning the second number only e.g. 247 + 125 = 247 + 100 + 20+ 5 = 347 + 20 + 5 = 367 + 5 = 372 Pupils need to be secure adding multiples of 100 and 10 to any three-digit number including those that are not multiples of 10. **Towards a Written Method (with equipment)** Introduce expanded column addition modelled with place value

The calculation policy is divided into four sections: addition, subtraction, multiplication and division.
It follows the concrete, pictorial, abstract approach.

How are knowledge and skills built on through school?

Whole School Progression

Reception
↓
Number Sense
↓
Place Value
↓
Addition & Subtraction
↓
Multiplication & Division
↓
Fractions
↓
Ratio
↓
Algebra
↓
Secondary Mathematics

Running alongside: Geometry, Measures, Statistics, Mathematical Talk, Reasoning and Problem Solving.

Year Group	Mastering Number
Reception	Core approach to early number development
Year 1	Daily 15–20 minute session
Year 2	Daily 15–20 minute session
Year 3	Daily 15–20 minute session
Year 4	Daily 15–20 minute session
Year 5	Number fluency developed through the mathematics curriculum
Year 6	Number fluency developed through the mathematics curriculum

Element	Purpose
Daily Mathematics Lesson (45–60 minutes)	Teach the National Curriculum through the NCETM Teaching for Mastery approach.
Mastering Number (Reception–Year 4, 15–20 minutes)	Develop number sense, fluency and confidence through carefully sequenced daily sessions.
Retrieval and Arithmetic Practice	Consolidate prior learning and strengthen long-term retention through regular review.

Medium Term Plans

RECEPTION AUTUMN 1 MEDIUM-TERM PLAN
Mastering Number with wider early mathematics

ACADEMIC YEAR 2026 / 2027

Curriculum basis: the school's Reception long-term plan, NCETM Mastering Number at Reception and KS1, NCETM Early Years materials, the statutory EYFS framework and Development Matters. This is an intentional sequence, not a rigid daily script.

AUTUMN 1 ROUTE Develop secure counting principles, subitising to 3, comparison, composition of 3 and 4, representation of numbers 1–4, matching/sorting, simple pattern and practical comparison of size, mass and capacity. Mastering Number remains the core daily teaching; wider mathematics is developed through adult-led experiences, routines, continuous provision and outdoor learning.

AUTUMN 1 AT A GLANCE

Week	Core focus	NCETM early mathematics area	Key representations / provision	Observation checkpoint
1	Transition, mathematical routines, matching and sorting	Cardinality and Counting; Pattern	Real objects, sorting hoops, songs	Baseline observations and language sample
2	Perceptual subitising to 3	Cardinality and Counting		
3	One-to-one correspondence and cardinality	Cardinality and Counting		
4	Compare amounts: more, fewer, same	Comparison		
5	Composition of 3	Composition		
6	Composition and representation of 4	Composition; Cardinality		
7	Consolidation and wider mathematics	All six areas		

INTENDED END POINTS Children increasingly count with one-to-one corres
more, fewer and same; explore how 3 and 4 are composed; and use developing

YEAR 5/6 CYCLE B AUTUMN 1 MEDIUM-TERM PLAN
Mixed-age Teaching for Mastery: Cycle B Units 1–3

ACADEMIC YEAR 2026 / 2027

Curriculum basis: the North West Maths Hub two-year rolling programme through the NCETM Curriculum Prioritisation materials, the school's Cycle B long-term plan, the National Curriculum and DfE Ready-to-Progress criteria.

AUTUMN 1 ROUTE Unit 1: Calculating using knowledge of structures (1) — 4 weeks. Unit 2: Multiples of 1,000 — 1 week. Unit 3: Numbers up to 10,000,000 — 2 weeks. Shared teaching uses common structures; independent outcomes are adapted for Year 5 and Year 6.

AUTUMN 1 AT A GLANCE

Week	Cycle B unit	Core focus	NCETM / PD	Main representation	Mixed-age checkpoint
1	Unit 1	Three-addend part-whole structures	Y6 U1; PD 1.28	Bar/part-whole models	Y5 identifies structure; Y6 generalises
2	Unit 1	Additive equivalence and compensation	PD 1.28/1.29	Balance, equation chains	Derive and justify related calculations
3	Unit 1	Multiplicative relationships and comparison	6AS/MD–1	Comparison bars, double lines	Distinguish additive/multiplicative
4	Unit 1	Efficient strategy selection and mastery check	6AS/MD–2	Mixed models	Explain efficiency and structure
5	Unit 2	Multiples of 1,000	PD 1.26	Place-value chart/counters	Compose/decompose and derive facts
6	Unit 3	Powers of ten and large-number composition	6NPV–1/2; PD 1.30	Powers ladder, place value	Read/write/transform large numbers
7	Unit 3	Number lines, scales and rounding	6NPV–3/4	Lines and scales	Reason about location and accuracy

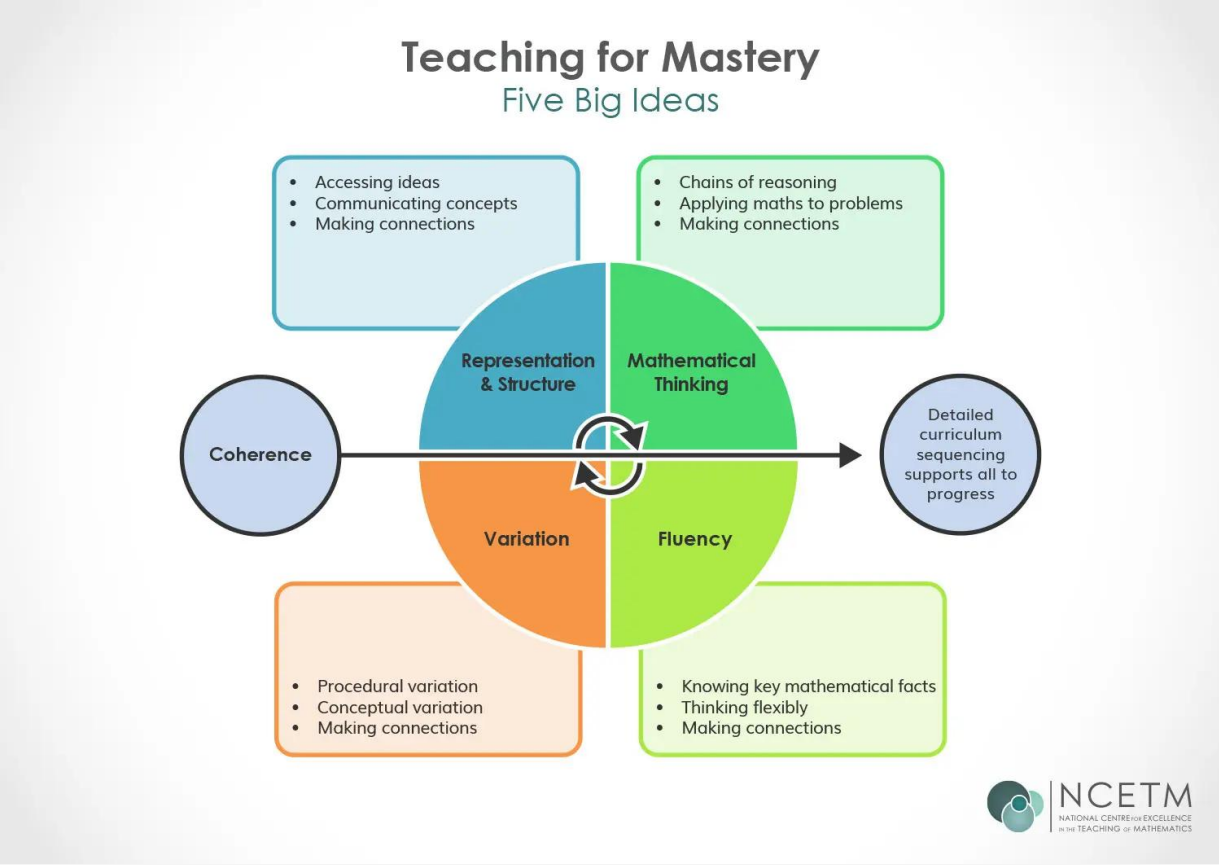
INTENDED END POINTS Pupils recognise and represent additive and multiplicative structures; use equivalence, inverse and compensation to derive calculations; select efficient strategies; compose and calculate with multiples of 1,000; understand powers-of-ten relationships; and read, compare, locate and round numbers up to 10,000,000. Year 5 pupils secure prerequisite knowledge while Year 6 pupils generalise and apply it.

We use the NCETM Maths Mastery approach and these medium term plans help sequence the learning for each area of maths.

North West Maths Hub

MATHSHUBS
NORTH WEST ONE

We are a Maths Hub school and work closely with them. They run a series of nationally co-ordinated and accredited professional development projects which we are involved in. We use Mastering Number in KS1 as discrete lessons. We are also involved in the focus group linked to mixed age year group teaching.

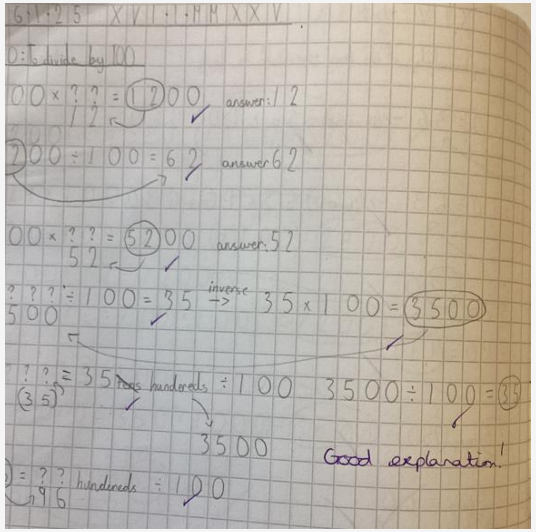


Times Tables Rock Stars

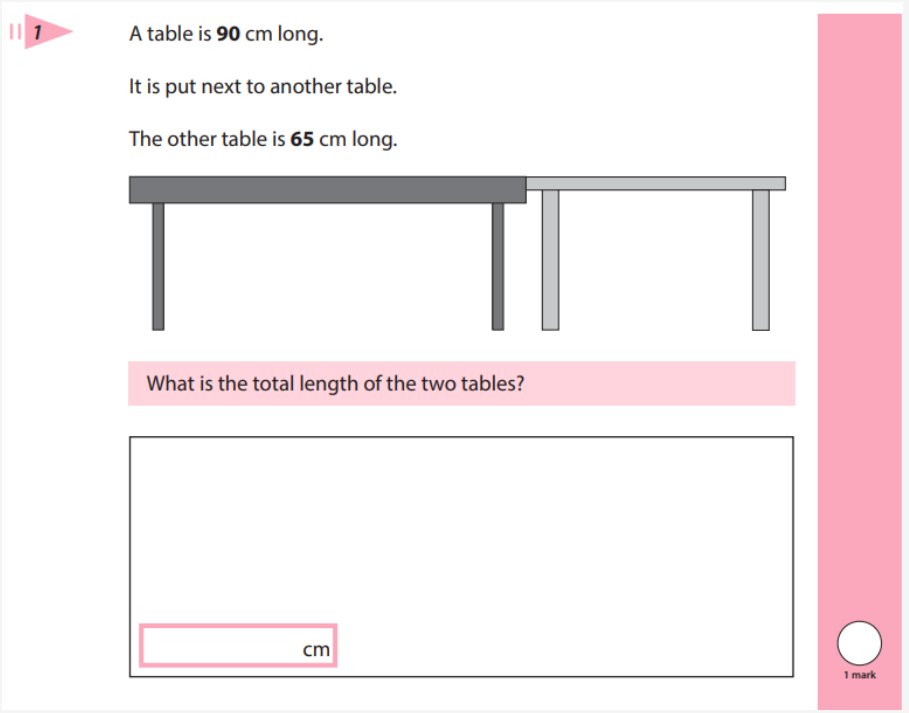
We use NumBots (EYFS/KS1) and Times Table Rock Stars (KS1/KS2) to support our learning of the four operations. We award certificates for attainment and effort on a weekly basis.
We have a TTRS Day to promote how beneficial it is to know our multiplication tables!

Assessment

We use a number of formative assessment strategies in maths:
Live marking/feedback
Whole class questioning
Mini whiteboards
AfL lollipop sticks
Nest Pair Share



We assess the children termly using NFER assessments.



Challenge and Adaptations

We believe that maths should be accessible for all. Adaptations are planned into lessons. They might look like:

Use of additional resources – scaffolding (e.g. Visual representations – Dual coding, assisted technology, concrete resources)

Teacher expertise – e.g.; additional processing time, use of talk partners, scribing, modelling. I do , we do you do

Referring back to previous learning and vocabulary.

Pre-teaching vocabulary.

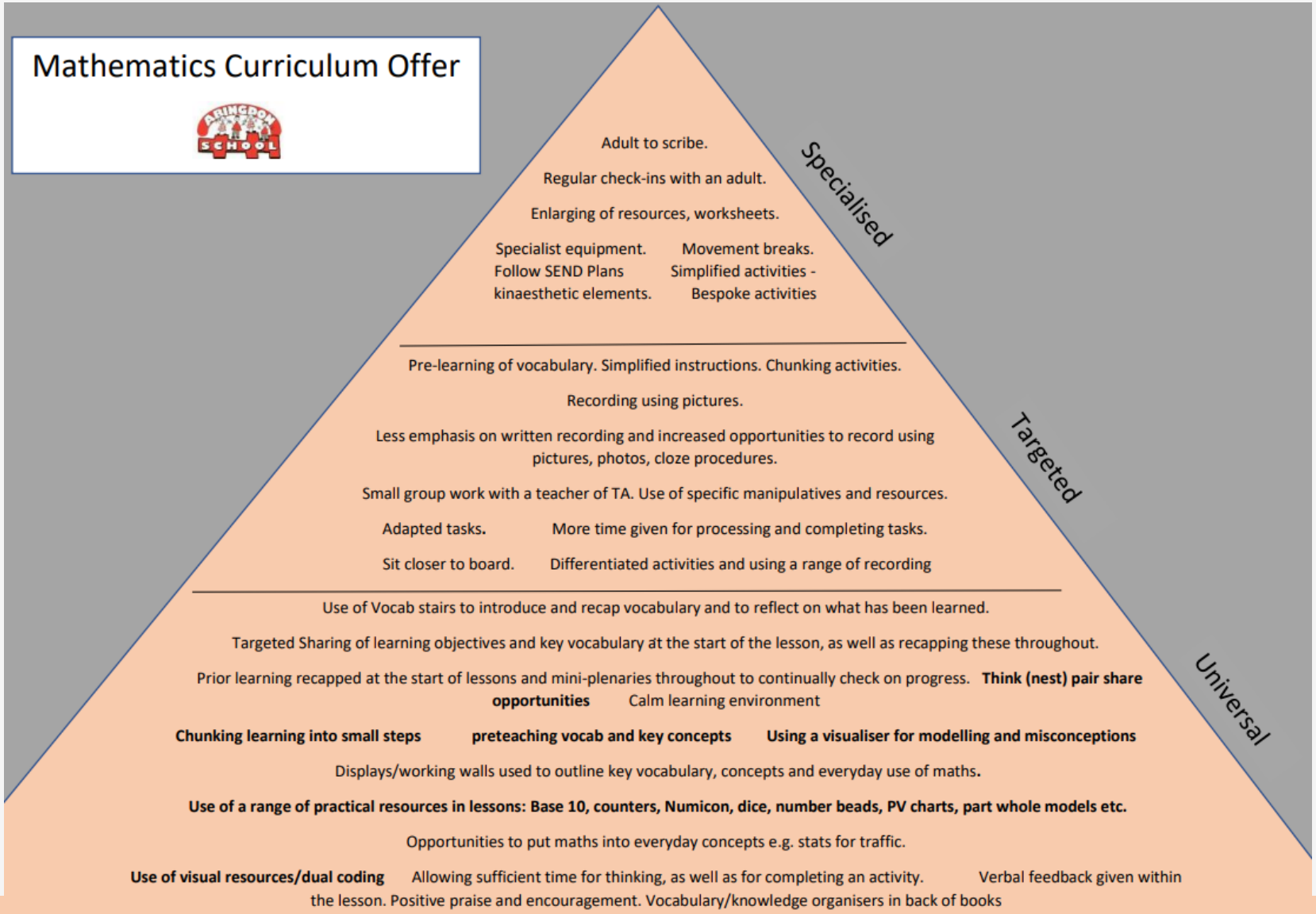
Use of visits and visitors.

Manipulatives

We use the Five a day principle alongside our own current focuses for adaptations:

1) "Nest/Pair/Share"
2) Pre-teaching of vocabulary and any key concepts
3) Visual resources and dual coding across the whole school
4) Chunking learning
5) Using the visualiser for modelling and misconceptions

Provision Pyramids



What do our children say about our curriculum?

"Maths is my favourite subject and I like to be challenged with the Going For Gold activities!"

"It is really useful having practical resources in our maths lessons as it helps me understand what we are doing!"

"Sometimes maths is difficult but my teacher goes through the steps clearly, which really helps me,"