



Hunslet Carr Primary School
Leeds



Maths

Clarity Document

September 2018

High Expectations, Caring, Positive Attitudes & Successful



Rationale

As a school, we recognise that a child's life chances are influenced by their ability to solve problems and think mathematically. At Hunslet Carr Primary School, we aim to create children who are **fluent** mathematicians who can **reason** about mathematics and confidently **solve problems**. Being dedicated to giving children the best start in life, it is vital we set out clearly what we expect the teaching of maths to look like.

As well as being explicit in what we expect from the teaching of maths, we are also focusing on children's ability to speak and be clearly understood. One of the ways in which we hope to do this is through the expectation that children always answer in full sentences in all lessons. For more information about our expectations around speech and language please see our Reading and Phonics clarity document.

The following document builds on the excellent practice we already have taking place in our school following our Maths No Problem! training and clearly explains what maths at Hunslet Carr looks like.

Maths No Problem! (MNP!)

Planning

As a school we have mapped out the Maths No Problem! Chapters for all of the year groups from Year 1 – Year 6. When each chapter and unit of mathematics is taught can be seen in the long-term plans for each year group **(see Appendix 2)**.

The MNP! Chapters are planned extremely carefully so that each lesson builds upon the prior lesson, providing the children with solid foundations and enabling them to gain a deeper understanding of each mathematical concept. As a long time is spent on each chapter and unit of mathematics, the units should not need to be revisited throughout the year. When children progress onto the next chapter, they can build on their prior understanding.

As a school our planning for MNP! has evolved and teachers are now expected to plan maths together during PPA. This is to allow teachers the opportunities to look on the MNP! HUB website together and consider how they will teach the lessons to ensure they have the greatest impact possible. Teachers will consider key questions, STEM sentences, use of manipulatives, and opportunities for journaling. They will plan this together on the MNP! Planning Chapter Overview for each week using the MNP! HUB, Textbook and Workbooks. **(see Appendix 3)**.

Once agreed the A3 form should be used to help create the SMART Notebook slides that will be used in both classrooms over the course of the unit. By reducing the amount of written planning required we hope to allow teachers the chance to focus on the quality of their maths teaching text that is matched to the needs of their children, the resources in their room, the questions they ask children, and the process of teaching maths rather than duplicating work.



The Maths No Problem! Lesson Structure

Lesson Phase	Outline
In Focus	A problem or stimulus is presented to the pupils and they're encouraged to explore and discuss it in groups. The teacher and TA use this time to observe their responses and to prompt further exploration with questioning to ensure that all pupils are challenged.
Let's Learn	The teacher gathers together the pupils' ideas for solutions and the class discuss them as a whole group, often re-exploring new suggestions. The teacher then focuses the children in on the methods that they will be using in that lesson. The teacher guides the children through the solutions to the problems they have been discussing, with a focus on the required methods. There's a greater emphasis on teacher explanation at this stage.
Guided Practice	The teacher starts off by guiding the class through examples of similar problems to the ones they have just done. The pupils can discuss how to solve the problems with their talk-partner. Then, pupils work through more examples independently with the teacher and TA supporting them if necessary. When the teacher believes the pupils are ready, they can move on to the independent practice.
Independent Practice	Pupils work independently in their MNP! Workbooks on the set pages. All questions are typified by their mathematical variation – they are designed to extend pupil's thinking rather than just be lots of examples presented in the same kind of way. There will be a non-negotiable question number that all children must complete by the end of the lesson, this is decided upon by the teachers when they are planning the lesson as it will match with the desired learning objective and purpose for the lesson.
Journaling <i>This lesson phase can be moved around to fit in where appropriate – often after In Focus, Guided Practice or the Independent Practice. The teacher will plan in journaling for where it works best for the intended outcomes and purpose.</i>	Pupils record what they have been doing in their maths journals – there is an emphasis on showing things in different ways and effective communication of thinking. This is where the teacher can really assess a child's understanding and challenge them to delve deeper.



In Focus

Each maths lesson will begin with the pupils being given a problem or stimulus, known as the "In Focus." The pupils should explore and discuss the problem with a partner or in a small group in mixed attainment levels. This is a short amount of time **5-10 minutes**, where the pupils learn through exploration and they are encouraged to find more than one method, with the journey being more important than the answer. For those pupils who have to tell the teacher the answer as quickly as possible, teachers might ask them to tell them it or write it down but then spend time exploring how many different ways they can find it or explaining to somebody else how to do it.

As the focus of this phase of the lesson is on pupil discussion and exploration, the teacher and TA should use this time to observe and listen to what the pupils are doing. They shouldn't offer any support but could prompt further exploration and challenges through their careful questioning.

Let's Learn

This is the stage of the lesson where the teacher does most of their explanations and teaching but remembering the mantra "teach less, learn more."

Following on from the "In Focus," the teacher gathers together the pupils' ideas for solutions, after listening carefully to their discussions during the In Focus. The teacher provides the class with opportunities to discuss the solutions and methods as a whole group, often asking them to re-explore new suggestions. As the teacher will have looked carefully ahead at the guided practice and independent practice, they will then focus the children in on the methods that they will be using in that lesson. The teacher will guide the children through the solutions to the problems that they've been discussing, with a focus on the required methods. This stage of the lesson may take **15-20 minutes**. This stage of the lesson process has the greatest emphasis on teacher talk and explanation.

Guided Practice

Similarly to the In Focus, this stage of the lesson should involve the children discussing their work with a partner (during the In Focus and Guided Practice a silent maths classroom is a suspicious one!).

The Guided Practice stage starts with the teacher guiding the class through examples of similar problems to the ones they have just done. The pupils discuss how to solve the problems with their talk-partner. The teacher and TA go and stand near the children they identified as struggling during the In Focus and Let's Learn, so that they can offer them supportive/scaffolded questions if needed. When the teacher believes that the pupils are ready to do the non-negotiable question that they identified during their planning, they set the children off onto the independent practice. The Guided Practice stage of the lesson should last for **approximately 10 minutes**.

Independent Practice and MNP! Workbooks

During the independent practice stage of the maths lesson, the children should all be working in their MNP! Workbooks. At this stage of the lesson there should be very little talking, as the children should have had the methods



explained by their teacher during Let's Learn and then had the opportunity to explore the methods with a partner during the Guided Practice. This stage of the lesson should take around **10-15 minutes** and acts as an assessment tool for the teacher to see how well the children are able to answer the carefully varied maths questions. All pupils work on the same questions and must at least complete the non-negotiable question relating to the purpose of the lesson (this is set and chosen by the teacher during their planning of the lesson). Pupils should no longer need concrete resources but these are still accessible so that they can use them if they feel the need to.

Please note, if children need support to do the workbook (which should be an extremely rare occurrence), then a note should be made in their workbook. If they don't do any work in their workbook then a photo or post-it note should be stuck inside their journal to show and explain what they did during that lesson.

The MNP! Workbooks can be self or peer-assessed at the end of the lesson; marked by the TA or teacher during the lesson or marked by the teacher afterwards. There is no expectation for next steps to be given for the MNP! Workbooks, they are used as an assessment tool to assess how well the children have met and understand the lesson's focus and purpose. Opportunities to deep mark and set the children next steps will be given through the marking of children's journals.

Journaling

This stage of the lesson is flexible in that it can fit in different places so as to suit where deemed most appropriate by the teacher. The teacher will plan in different types of journaling (explained below) and put them into the position in the lesson where they will have the greatest impact upon the intended outcomes and lesson purpose – this is often after the In Focus, Guided Practice or Independent Practice. Pupils should spend **approximately 10 minutes** on journaling.

Inside the maths journals, pupils record what they have been learning about – there is an emphasis on showing things in different ways and effective communication of thinking. This is where the teacher can really assess a child's understanding and challenge them to delve deeper.

Types of journaling:

Descriptive – Children describe the methods they have used; they could write a set of instructions for an absent friend so that they can solve the problem.

Evaluative – Children make choices and justify them; why did they choose that method? How was that method more helpful than the other?

Creative – Children develop their own methods and stories; write a story for a number sentence or today's problem. Invent a new method and name it.

Investigative – Children record their findings after exploring a problem; did you see any patterns? What helped you in this investigation?

How many solutions can you find to this problem where all the shapes are a different 1-digit figure?

$$\triangle + \square + \bigcirc = 21$$



Formative - Children demonstrate their understanding so that you can see how much progress they've made. There are a variety of different questions styles for this such as: Which question did you find the hardest and why? Choose a problem that you've solved and you're proud of and explain why. Can you find and correct my mistake, explaining what I did wrong?

$$\begin{array}{r} 64 \\ \times 4 \\ \hline 246 \end{array}$$

Same Day Intervention/Post-it Note Intervention

This is a really important and key part of MNP!

When planning the lessons, the teacher will look at each individual lesson to set the lesson purpose. The teacher will then look at the workbook pages for each lesson and decide upon a non-negotiable question number that all children must complete for that lesson. This is to ensure that all children are at least meeting the lesson purpose for every lesson.

At the end of the lesson, any children who have not completed the non-negotiable question will have to do so before the next day's MNP! Lesson. This is to ensure that all children come into the next lesson with the same foundations as each lesson builds upon the prior one. Equally, any children who have really struggled or got loads of their questions wrong will need to work with the teacher or teaching assistant before the next lesson to make sure that they are ready for the next stage of the MNP! Journey.

SEND/Bsquared Children

All children should be involved in and participate in the MNP! Lessons. If we always put a ceiling on children's learning and give them completely differentiated work then we can't expect them to ever catch up or achieve their potential. The opportunity for children to communicate, listen to the reasoning of others and use the **Concrete, Pictorial, Abstract model (CPA)** can really benefit the lower attainers.

Where children have severe learning needs, IEPs or are numerous school years behind their peers, they should still be included in the In Focus of the lesson, so that they can communicate with the other children and join in, but should then work on their individual Bsquared targets linked to the learning objective and lesson outcomes that the other children are covering. It will be up to the teacher's professional judgement to decide whether the MNP! Workbook is appropriate for these children or whether they should just work on their individual targets in their Maths journal.

Weekly Timetabling

For 2018-19, it is expected that each class have an **hour long MNP! Lesson four times a week**. Where possible, mathematical connections should also be made on Fridays during topic days.

Each class should also have a **30-minute arithmetic lesson timetabled once a week**. This arithmetic lesson should alternate each week between an arithmetic test in the small arithmetic booklets, and a follow-up arithmetic lesson the following week to address misconceptions and methods that need working on as apparent from the test.



There is also an expectation that KS2 children complete three sessions of 3-minute TT Rockstars worksheets a week – see the TT Rockstars section for more information.

Arithmetic Lessons

Each week, there is a half an hour arithmetic lesson timetabled for every class. Every child has their own arithmetic test booklet, with six tests per term inside. There is a table for the children to record their scores on each test so that they can see how they do over the year and look at their own progress.

The arithmetic lessons run on a two-week cycle of arithmetic test in the first week and then a follow-up arithmetic lesson in the second week. After completing the arithmetic test and marking it, there is an assessment tool at the bottom of each test where children can shade in the question numbers that they got correct. The teacher can then quickly look over the class's self-assessments to see which type of arithmetic questions they need to do work on in the follow-up arithmetic lesson. In the next lesson, rather than doing another arithmetic test, the teacher will go over appropriate methods to use for the arithmetic questions that the children struggled with.

Displays

Washing lines and anchor charts are the means by which children can access support for Maths rather than a fixed display. When a MNP! Chapter is completed; the teacher will take photos of the anchor chart and turn it into a laminated-style book, before creating a new anchor chart for the next chapter. More details can be found in our 'Classroom Environment and Display Expectations' document.

Times Table Rockstars

As a school, we subscribe to the website TT Rockstars as we are well aware of the importance of the key times table facts in mathematics, particularly as children progress through KS2. We also want to prepare our current Year 3s for the new Times Table test that they will undertake when they are in Year 4 next year.

All children at school have a TT Rockstars login so that they can access the website/app at home and work on their times table knowledge. All teachers also have a login to the website so that they can promote the use of TT Rockstars, set specific times tables for the children to work on and perhaps even compete with the children in their class!

Children should complete worksheets from TT Rockstars 3x a week where they are given 3 minutes to complete 60 different multiplication and/or division questions focusing on the times table(s) of the week. These can all be download and printed from the TT Rockstars website by the teacher.



Appendix 1 - Glossary of Terms in the order they appear above

Maths No Problem! (MNP!)

Maths — No Problem! is a comprehensive series that adopts a spiral design with carefully built-up mathematical concepts and processes adapted from the maths mastery approaches used in Singapore. The Concrete-Pictorial-Abstract (C-P-A) approach forms an integral part of the learning process through the materials developed for this series.

Maths — No Problem! incorporates the use of concrete aids and manipulatives, problem-solving and group work.

Singapore has become a “laboratory of maths teaching” by incorporating established international research into a highly effective teaching approach. With its emphasis on teaching pupils to solve problems, Singapore Maths teaching is the envy of the world.

Singapore developed a new way of teaching maths following their poor performance in international league tables in the early 1980's. The Singapore Ministry of Education decided to take the best practice research findings from the West and applied them to the classroom with transformational results.

Based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky, and Zoltan Deines, Singapore maths is an amalgamation of global ideas delivered as a highly-effective programme of teaching methods and resources.

The effectiveness of this approach is demonstrated by Singapore's position at the top of the international benchmarks such as TIMSS and PIRLS and explains why their programme is now used in over 40 countries including the United Kingdom and the United States.

Since 2007 Maths – No Problem! has helped hundreds of schools and parents teach the world-class methods from Singapore and we can use our expertise to help your school too. The Maths — No Problem! Primary Series was assessed by the DfE's expert panel, which judged that it alone met the core criteria for a high-quality textbook to support teaching for mastery.

STEM Sentences

STEM sentences follow the pattern:

I say, you say, you say, you say, we all say.

This technique enables the teacher to provide a STEM sentence for children to communicate their ideas with mathematical precision and clarity. These sentence structures often express key conceptual ideas or generalities and provide a framework to embed conceptual knowledge and build understanding. For example:

If the rectangle is the whole, the shaded part is one third of the whole.

Having modelled the sentence, the teacher then asks individual children to repeat this, before asking the whole class to chorus chant the sentence. This provides children with a valuable sentence for talking about fractions.

Repeated use helps to embed key conceptual knowledge.

Another example is where children fill in the missing parts of a sentence; varying the parts but keeping the same STEM sentence, for example:

[#excessivelyclear](#)



There are 12 stars. $\frac{1}{2}$ of the stars is equal to 6 stars.

In the above example, the underlined part of the sentence would change but the rest would remain the same – thus being the STEM sentence.

Manipulatives

Manipulatives are physical objects that are used as teaching tools to engage students in the hands-on learning of mathematics. They are designed so that a learner can perceive a mathematical concept through manipulation. They can be used in all areas of maths from number and operations, algebra, geometry to measurement. They are vital in the Concrete, Pictorial, Abstract (CPA) Model, particularly in the Concrete stage.

MNP! HUB

The Maths — No Problem! Teacher Hub is a series of online tools that aid teachers to plan and deliver effective mathematics lessons. The Hub is where you will find the Teacher Guides for those using the Maths — No Problem! series in their classroom. Academy video training courses can also be found in the Teacher Hub. They are for any teacher looking to improve their subject and pedagogical knowledge.

MNP! Textbooks

The MNP! Textbooks help provide teachers with the outline of their maths lessons and suggest what should be done at each stage of the lesson: In Focus, Let's Learn, Guided Practice, Independent Practice. There are also suggestions for other areas such as Activity Time, Mind Workout, Maths Journal and Self Check. The Textbook provides an overview of each Chapter and explains the thinking behind how each lesson is built on the other.

MNP! Workbooks

The MNP! Workbooks are used by the children in the Independent Practice stage of the lesson. The work inside the MNP! workbook is the same for all of the children in the classroom and is not differentiated. Differentiation comes through carefully planned and considered teacher questioning, as well as the children's work in their maths journals. The MNP! workbook is used as an assessment tool to check how well the children have understood the lesson objective and whether they have achieved the intended lesson outcome. Children may not complete all of the questions for each lesson but they must all complete the required questions, as chosen by the teacher, for the purpose of the lesson. The differences in children's attainment and understanding can be seen through how many of the questions they complete.

For further evidence of children's understanding, attainment and their deeper thinking and learning, teachers will set the work challenges, questions and next steps in their Maths Journals.

Maths Journals

The work inside the Maths Journal shows how well the children have understood the lesson objective and how deep their understanding goes. Each of the children's Maths Journals are personal to them and show their mathematical thinking, understanding, reasoning and methods. The Maths



Journal is a place for children to explain and prove how they have completed the lesson objective or a question posed by their teacher. It is expected that teachers complete one deep mark for every child per week. Deep Marking should challenge the children's understanding of the non-negotiable goal and/or lesson objective. Teachers should set the children a reasoning style action or next step in order to move their understanding forward.

More information about Maths Journals and Journaling can be found in the Journaling section.

Concrete, Pictorial, Abstract Model

Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. Often referred to as the concrete, representational, abstract framework, CPA was developed by American psychologist Jerome Bruner. It is an essential technique within the Singapore method of teaching maths for mastery. Children (and adults!) can find maths difficult because it is abstract. The CPA approach builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems. The CPA framework is so established in Singapore maths teaching that the Ministry of Education will not approve any teaching materials that do not use the approach.

Concrete is the "doing" stage. During this stage, students use concrete objects to model problems. Unlike traditional maths teaching methods where teachers demonstrate how to solve a problem, the CPA approach brings concepts to life by allowing children to experience and handle physical (concrete) objects. With the CPA framework, every abstract concept is first introduced using physical, interactive concrete materials.

Pictorial is the "seeing" stage. Here, visual representations of concrete objects are used to model problems. This stage encourages children to make a mental connection between the physical object they just handled and the abstract pictures, diagrams or models that represent the objects from the problem.

Abstract is the "symbolic" stage, where children use abstract symbols to model problems. Students will not progress to this stage until they have demonstrated that they have a solid understanding of the concrete and pictorial stages of the problem. The abstract stage involves the teacher introducing abstract concepts (for example, mathematical symbols). Children are introduced to the concept at a symbolic level, using only numbers, notation, and mathematical symbols (for example, +, -, x, /) to indicate addition, multiplication or division.

Anchor Charts

To support the children to independently apply their learning, an anchor chart would be displayed on the washing line.

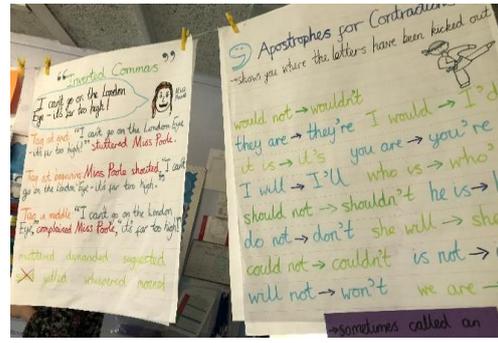
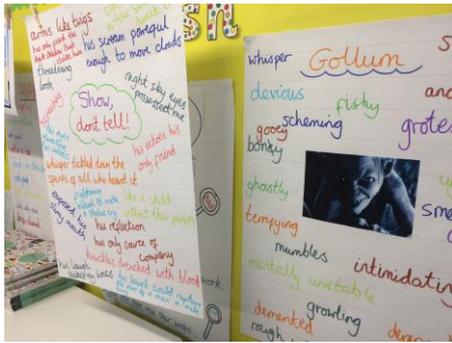
These anchor charts should show: In Focus, Methods used and modelled and Journaling.



Working together with their class, a teacher would create an anchor chart for the In Focus task, after the children have had a chance to explore it in groups.

During the Let's Learn stage, the teacher would model and demonstrate the methods that the children will be using that lesson. This should then be put up on the anchor chart so that the children can refer back to it if needed.

For the Journaling anchor chart, the teacher may show an example of what the Journaling looks like or they might do one together with the help of the children and by magpying their ideas.





Appendix 2 – Yearly Planning Grids

Year Group 1

Autumn

Mon 10 th Sept	Mon 17 th Sept	Mon 24 th Sept	Mon 1 st Oct	Mon 8 th Oct	Mon 15 th Oct	Mon 22 nd Oct	Mon 5 th Nov	Mon 12 th Nov	Mon 19 th Nov	Mon 26 th Nov	Mon 3 rd Dec	Mon 10 th Dec	Mon 17 th Dec
					Open Morning		Discos D'wall	Anti-Bullying				Xmas Plays	Xmas Plays
T4W Fiction – Tale of Fear			T4W Non-Fiction – Info Texts				T4W Poetry		T4W Fiction – Journey Tale			T4W Poetry	
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		Assess	
Phonics		Phonics		Phonics		Phonics		Phonics		Phonics		Phonics	
MNPI Chap 1 – Number to 10		MNPI C2 – Num Bond		MNPI Chap 3 – Addition within 10		MNPI Chap 4 – Subtraction within 10		MNPI C5 – Positions		MNPI Chap 6 – Numbers to 20		Assess	
Topic – At the Doctors						Topic – At the Railway							

Spring

Mon 7 th Jan	Mon 14 th Jan	Mon 21 st Jan	Mon 28 th Jan	Mon 4 th Feb	Mon 11 th Feb	Mon 18 th Feb	Mon 25 th Feb	Mon 4 th Mar	Mon 11 th Mar	Mon 18 th Mar	Mon 25 th Mar
				Internet Safety Wk	Valentine Day			Pancake Day		Open Morning	Mothers Day
T4W Non-Fiction – Recount			T4W Fiction – Rags to Riches			T4W Non-Fiction – Instructions			T4W Poetry		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		Assess	
Phonics		Phonics		Phonics		Phonics		Phonics		Phonics	
MNPI Chap 7 – Add & Sub within 20		MNPI Chap 8 – Shapes & Patterns		MNPI C9 – Length		MNPI Chap 10 – Numbers to 40		MNPI Chap 11 – Add & Sub Word Problems		Assess	
Topic – SRE			Topic – With Picasso			Topic – In the Countryside					

Summer

Mon 15 th Apr	Mon 22 nd Apr	Mon 29 th Apr	Mon 6 th May	Mon 13 th May	Mon 20 th May	Mon 27 th May	Mon 3 rd Jun	Mon 10 th Jun	Mon 17 th Jun	Mon 24 th Jun	Mon 1 st Jul	Mon 8 th Jul	Mon 15 th Jul	Mon 22 nd Jul	
Good Friday	St George Day	Ramadan	GL Test Week				Ela	Father D Phonics	Open Morning						
T4W Fiction – Wishing Tale			T4W Non-Fiction			Persuade			T4W Fiction – Meeting Tale			T4W Non-Fiction – Explain			
Assess		SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		Assess	
Phonics		Phonics		Phonics		Phonics		Phonics		Phonics		Phonics		Phonics	
MNPI Chap 12 Multiplication		MNPI C13 Division		MNPI C14 Fractions		MNPI Chap 15 – Numbers to 100		MNPI Chap 16 – Time		MNPI C17 Money		MNPI C18 Capacity		MNPI C19 Mass	
Topic – Drugs			Topic – At the Desert			At the Desert			Topic – At the Garage						

Year Group 2

Autumn

Mon 10 th Sept	Mon 17 th Sept	Mon 24 th Sept	Mon 1 st Oct	Mon 8 th Oct	Mon 15 th Oct	Mon 22 nd Oct	Mon 5 th Nov	Mon 12 th Nov	Mon 19 th Nov	Mon 26 th Nov	Mon 3 rd Dec	Mon 10 th Dec	Mon 17 th Dec	
						Open Morning	Discos D'wall	Anti-Bullying				Xmas Plays	Xmas Plays	
T4W Fiction – Character Flaw			T4W Non-Fiction – Recount				T4W Poetry		T4W Fiction – Warning Tale			T4W Poetry		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		Assess		
Phonics		Phonics		Phonics		Phonics		Phonics		Phonics		Phonics		
MNPI Chap 1 – Numbers to 100		MNPI Chap 2 – Addition & Subtraction				MNPI C2		MNPI Chap 3 – Multiplication of 2, 5 and 10			MNPI Chap 4 – Division of 2, 5 and 10		Assess	
Topic – In the Capital						Topic – At the Zoo								

Spring

Mon 7 th Jan	Mon 14 th Jan	Mon 21 st Jan	Mon 28 th Jan	Mon 4 th Feb	Mon 11 th Feb	Mon 18 th Feb	Mon 25 th Feb	Mon 4 th Mar	Mon 11 th Mar	Mon 18 th Mar	Mon 25 th Mar
				Internet Safety Wk	Valentine Day			Pancake Day		Open Morning	Mothers Day
T4W Non-Fiction – Information			T4W Fiction – Losing Tale			T4W Non-Fiction – Discussion			T4W Poetry		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI Chap 5 – Length		MNPI Chap 6 – Mass		MNPI C7 Temp		MNPI Chap 8 – Picture Graphs		MNPI C9 Word Probs		MNPI Chap 10 – Money	
Topic – SRE			Topic – With Van Gogh			Topic – Down the Mine					

Summer

Mon 15 th Apr	Mon 22 nd Apr	Mon 29 th Apr	Mon 6 th May	Mon 13 th May	Mon 20 th May	Mon 27 th May	Mon 3 rd Jun	Mon 10 th Jun	Mon 17 th Jun	Mon 24 th Jun	Mon 1 st Jul	Mon 8 th Jul	Mon 15 th Jul	Mon 22 nd Jul	
Good Friday	St George Day	Ramadan	SATS	SATS	SATS		Ela	Father's Day	Open Morning						
T4W Fiction – Finding Tale			T4W Non-Fiction			Persuade			T4W Fiction – Monster Tale			T4W Non-Fiction – Instruction			
Assess		SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI C10 Money		MNPI Chap 11 – 2D Shapes		MNPI C12 3D Shapes		MNPI C13 Fractions		MNPI Chap 13 – Fractions			MNPI Chap 14 – Time		MNPI C15 Volume		
Topic – Drugs			Topic – On a Plane			On a Plane			Topic – At the Allotment						



Year Group 3

Autumn

Mon 10 th Sept	Mon 17 th Sept	Mon 24 th Sept	Mon 1 st Oct	Mon 8 th Oct	Mon 15 th Oct	Mon 22 nd Oct	Mon 5 th Nov	Mon 12 th Nov	Mon 19 th Nov	Mon 26 th Nov	Mon 3 rd Dec	Mon 10 th Dec	Mon 17 th Dec
					Open Morning	Harvest Festivals	Discos Dwell	Anti-Bullying					Xmas Party
T4W Fiction – Rags to Riches			T4W Non-Fiction – Instructions				T4W Poetry – Haiku		T4W Fiction – Monster Tale		T4W Poetry		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI Chap 1 – Numbers to 1000			MNPI Chap 2 – Addition & Subtraction				MNPI Chap 2 – Add & Subtract		MNPI Chap 3 – Multiplication & Division			MNPI Ch4 Multi & Div	
Topic – At the Pyramids							Topic – Inside the Human Body						

Spring

Mon 7 th Jan	Mon 14 th Jan	Mon 21 st Jan	Mon 28 th Jan	Mon 4 th Feb	Mon 11 th Feb	Mon 25 th Feb	Mon 4 th Mar	Mon 11 th Mar	Mon 18 th Mar	Mon 25 th Mar
				Internet Safety Wk	Valentine Day		Pancake Day		Open Morning	Mother's Day
T4W Non-Fiction – Recount			T4W Fiction – Meeting Tale			T4W Non-Fiction – Information		T4W Poetry		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		Assess
Spelling		Spelling		Spelling		Spelling		Spelling		Assess
MNPI Chap 4 – Further Multi & Div		MNPI Chap 5 – Length		MNPI Chap 6 – Mass		MNPI Chap 7 – Volume		MNPI Chap 8 – Money		
Topic - SRE			Topic – With Andy Warhol			Topic – In Yorkshire				

Summer

Mon 15 th Apr	Mon 22 nd Apr	Mon 6 th May	Mon 13 th May	Mon 20 th May	Mon 3 rd Jun	Mon 10 th Jun	Mon 17 th Jun	Mon 24 th Jun	Mon 1 st Jul	Mon 8 th Jul	Mon 15 th Jul	Mon 22 nd Jul
Good Friday	St George Day	Ramadan	GL Test Week		Eid	Father's Day	Open Morning					
T4W Fiction – Journey Tale			T4W Non-Fiction			T4W Fiction – Finding Tale		T4W Non-Fiction – Discussion		Assess		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		
MNPI Chap 9 – Time			MNPI Chap 10 – Picture & Bar Graphs			MNPI Chapter 11 – Fractions			MNPI C12 Angles	MNPI C13 Shapes	MNPI Chap 14 – Perimeter of figures	
Topic - Drugs			Topic – At the Seaside			At the Seaside		Topic – On the Farm				

Year Group 4

Autumn

Mon 10 th Sept	Mon 17 th Sept	Mon 24 th Sept	Mon 1 st Oct	Mon 8 th Oct	Mon 15 th Oct	Mon 22 nd Oct	Mon 5 th Nov	Mon 12 th Nov	Mon 19 th Nov	Mon 26 th Nov	Mon 3 rd Dec	Mon 10 th Dec	Mon 17 th Dec
					Open Morning	Harvest Festivals	Discos Dwell	Anti-Bullying					Xmas Party
T4W Fiction – Warning Tale			T4W Non-Fiction – Explain				T4W Poetry		T4W Fiction – Character Flaw		T4W Poetry		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI Chap 1 – Numbers to 10 000				MNPI Chap 2 – Add & Subtract within 10 000				MNPI Chap 2 – Add & Subtract within 10 000		MNPI Chap 3 – Multiplication & Division			
Topic – In Mexico							Topic – At the Aurora						

Spring

Mon 7 th Jan	Mon 14 th Jan	Mon 21 st Jan	Mon 28 th Jan	Mon 4 th Feb	Mon 11 th Feb	Mon 25 th Feb	Mon 4 th Mar	Mon 11 th Mar	Mon 18 th Mar	Mon 25 th Mar
				Internet Safety Wk	Valentine Day		Pancake Day		Open Morning	Mother's Day
T4W Non-Fiction – Discussion			T4W Fiction – Losing Tale			T4W Non-Fiction – Recount		T4W Poetry – Haiku		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		Assess
Spelling		Spelling		Spelling		Spelling		Spelling		Assess
MNPI Chap 4 – Further Multi & Division		MNPI Chap 5 – Graphs		MNPI Chap 6 – Fractions			MNPI Ch7 Time			
Topic - SRE			Topic – On the Savannah			Topic – With Barbara Hepworth				

Summer

Mon 15 th Apr	Mon 22 nd Apr	Mon 6 th May	Mon 13 th May	Mon 20 th May	Mon 3 rd Jun	Mon 10 th Jun	Mon 17 th Jun	Mon 24 th Jun	Mon 1 st Jul	Mon 8 th Jul	Mon 15 th Jul	Mon 22 nd Jul
Good Friday	St George Day	Ramadan	GL Test Week		Eid	Father Day	Open Morning					
T4W Fiction – Fear Tale			T4W Non-Fiction			T4W Fiction – Wishing Tale		T4W Non-Fiction – Persuasive		Assess		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR - Question		SR/GR - Evaluating		
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		
MNPI Chap 8 – Decimals			MNPI Ch9 Money		MNPI Ch9 Money		MNPI Chap 10 – Mass, Volume and Length		MNPI C11 Area	MNPI Chap 12 – Geometry		MNPI Ch13 Position
Topic - Drugs			Topic – On the River			On the River		Topic – At the Toy Shop				



**Year Group 5
Autumn**

Mon 10 th Sept	Mon 17 th Sept	Mon 24 th Sept	Mon 1 st Oct	Mon 8 th Oct	Mon 15 th Oct	Mon 22 nd Oct	Mon 5 th Nov	Mon 12 th Nov	Mon 19 th Nov	Mon 26 th Nov	Mon 3 rd Dec	Mon 10 th Dec	Mon 17 th Dec
					Open Morning	Harvest Festival	Discos D'wall	Anti-Bullying					Xmas Panto
T4W Fiction – Finding Tale			T4W Non-Fiction – Information			T4W Poetry			T4W Fiction – Monster Tale			T4W Poetry	
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR – Summary		SR/GR – Question		SR/GR - Evaluating		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI Chap 1 – Numbers to 1 000 000				MNPI Chap 2 – addition & subtraction				MNPI Chap 2 –		MNPI Chap 3 – multiplication & division			
Topic – On the space shuttle						Topic – On a longboat							

Spring

Mon 7 th Jan	Mon 14 th Jan	Mon 21 st Jan	Mon 28 th Jan	Mon 4 th Feb	Mon 11 th Feb	Mon 25 th Feb	Mon 4 th Mar	Mon 11 th Mar	Mon 18 th Mar	Mon 25 th Mar	
				Internet Safety Wk	Valentine Day		Pancake Day		Open Morning	Mother's Day	
T4W Non-Fiction – Persuasion			T4W Fiction – Rags to Riches			T4W Non-Fiction – Discussion			T4W Poetry - Haiku		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR – Question		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI Chap 5 – Graphs			MNPI Chap 6 – Fractions			MNPI Chs Fractions		MNPI Chap 7 – Decimals			
Topic - SRE			Topic – With Frida Kahlo			Topic – On the Galapagos Islands					

Summer

Mon 15 th Apr	Mon 22 nd Apr	Mon 6 th May	Mon 13 th May	Mon 20 th May	Mon 3 rd Jun	Mon 10 th Jun	Mon 17 th Jun	Mon 24 th Jun	Mon 1 st Jul	Mon 8 th Jul	Mon 15 th Jul	Mon 22 nd Jul
Good Friday	St George Day	Ramadan	GL Test Week		Eid	Father's Day	Open Morning					
T4W Fiction – Fear Tale			T4W Non-Fiction			T4W Fiction – Character Flaw			T4W Non-Fiction – Explain			Assess
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR – Summary		SR/GR – Question		SR/GR - Evaluating		Assess
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling
MNPI Chap 8 – Percentage		MNPI Chap 9 – Geometry		MNPI C10 Position		MNPI Chap 11 – Measurements		MNPI Chap 12 – Area & Perimeter		MNPI Chap 13 – Volume		MNPI Ch 14 Roman Num
Topic - Drugs			Topic – In the Rainforest			In the Rainforest			Topic – At a Fairground			

**Year Group 6
Autumn**

Mon 10 th Sept	Mon 17 th Sept	Mon 24 th Sept	Mon 1 st Oct	Mon 8 th Oct	Mon 15 th Oct	Mon 22 nd Oct	Mon 5 th Nov	Mon 12 th Nov	Mon 19 th Nov	Mon 26 th Nov	Mon 3 rd Dec	Mon 10 th Dec	Mon 17 th Dec
					Open Morning	Harvest Festival	Discos D'wall	Anti-Bullying					Xmas Panto
T4W Fiction – Journey Tale			T4W Non-Fiction – Instructions			T4W Poetry			T4W Fiction – Meeting Tale			T4W Poetry	
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR – Summary		SR/GR – Question		SR/GR - Evaluating		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI Chap 1 – Numbers to 10 000 000				MNPI Chap 2 – Four operations on Whole Numbers				MNPI Chap 2 –		MNPI Chap 3 – Fractions			
Topic – In the Himalayas						Topic – At the Abbey							

Spring

Mon 7 th Jan	Mon 14 th Jan	Mon 21 st Jan	Mon 28 th Jan	Mon 4 th Feb	Mon 11 th Feb	Mon 25 th Feb	Mon 4 th Mar	Mon 11 th Mar	Mon 18 th Mar	Mon 25 th Mar	
				Internet Safety Wk	Valentine Day		Pancake Day		Open Morning	Mother's Day	
T4W Non-Fiction – Recount			T4W Fiction – Wishing Tale			T4W Non-Fiction – Persuasion			T4W Poetry - Haiku		
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR - Summary		SR/GR – Question		Assess	
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling	
MNPI Ch 4 Decimals		MNPI Chap 5 – Measurements		MNPI Chap 6 – Word Problems		MNPI Ch7 Percent		MNPI Chap 8 – Ratio		MNPI Chap 9 – Algebra	
Topic - SRE		Topic – With Claude Monet				Topic – In the Dragon's Den					

Summer

Mon 15 th Apr	Mon 22 nd Apr	Mon 6 th May	Mon 13 th May	Mon 20 th May	Mon 3 rd Jun	Mon 10 th Jun	Mon 17 th Jun	Mon 24 th Jun	Mon 1 st Jul	Mon 8 th Jul	Mon 15 th Jul	Mon 22 nd Jul
Good Friday	St George Day SAT	Ramadan	Y6 SAT Week		Eid	Father's Day	Open Morning					
T4W Fiction – Warning Tale			T4W Non-Fiction			T4W Fiction – Losing Tale			T4W Non-Fiction – Discussion			Assess
SR/GR - Predicting		SR/GR - Inferring		SR/GR - Connect		SR/GR – Summary		SR/GR – Question		SR/GR - Evaluating		Assess
Spelling		Spelling		Spelling		Spelling		Spelling		Spelling		Spelling
MNPI C10 Area		MNPI C12 Geometry		MNPI C13 Position		MNPI Chap 14 – Graphs & Averages		MNPI Ch 15 –Ve Num		MNPI C11 Volume		MNPI Chap 12 – Geometry
Topic - Drugs			Topic – In the Lab			In the Lab			Topic – At the Theatre			

