

HILTON SPENCER ACADEMY

MATHS CURRICULUM

(Reviewed June 2024)



Subject Lead: Nina Hutton



MATHS CURRICULUM STATEMENT

Maths Curriculum Intent:

At Hilton Spencer Academy children are taught a maths curriculum that inspires, engages and develops children to be confident mathematical learners.

We believe that in order for children to develop strong mathematical skills and master the mathematics curriculum, they need:

- to become deep thinkers
- recall number facts quickly
- transfer skills to different contexts
- make connections between mathematical concepts.

We have adopted a '**Teaching for Mastery**' approach in order to deliver the aims of the National Curriculum. We believe that all children *can* achieve, with some needing more time than others to grasp concepts. At Hilton Spencer Academy, pupils will be exposed to varied representations with a strong focus on fluency before moving onto reasoning and problem solving.

Understanding the concepts will allow them to be more flexible thinkers and so set them up for their future lives beyond school.

Our approach aims to enable children to develop independence, confidence and competence – 'mastery' in mathematics in order to be independent mathematicians who are well equipped to apply their learning to the wider world.

Key features of our Maths Mastery approach:

- High expectations for every child
- Fewer topics – greater depth
- Number sense and place value come first
- Research based and DfE approved scheme (used as a base)
- Objects and pictures before numbers
- Problem solving/challenges is central
- Calculations done with confidence and understanding

(See Appendix: The Essence of Teaching for Mastery)

We follow the aims of the National Curriculum:

Fluency – in calculating and basic skills so that these known facts can be recalled quickly and accurately.

Reasoning – using mathematical thinking, knowledge and vocabulary.

Problem solving – by applying understanding to a range of new and abstract concepts.



How Maths is taught at Hilton (2024/25)

Underpinning this pedagogy is a belief that all children can achieve in maths. We believe in promoting a sustained and deepened understanding by employing a variety of mastery strategies, with teaching for conceptual understanding at the heart of everything we do.

EYFS

Nursery – Mastering the Curriculum (aligns with White Rose to ensure continuity)

Reception – White Rose

- *NCETM Mastering Number is also taught in Reception*

KS1

Year 1 – White Rose

Year 2 – White Rose

Year 1/2 (mixed class) – White Rose *mixed-age* planning (ensuring curriculum coverage and small steps of progression)

- *NCETM Mastering Number is also taught in Key Stage 1*

LKS2

Year 3 – White Rose

Year 4 – White Rose

Year 3/4 (mixed class) – White Rose *mixed-age* planning (ensuring curriculum coverage and small steps of progression)

UKS2

Year 5 – Power Maths (in conjunction with White Rose)

Year 6 – Power Maths (in conjunction with White Rose)

Each lesson is built on the fundamentals of Mastery teaching – **The Five Big Ideas**, which have been developed from research evidence. **Appendix 1, Appendix 2 – The Essence of Teaching for Mastery**



White Rose and Pearson's Power Maths are used as a base for our learning to ensure coverage of the National Curriculum in Key Stages 1 and 2. Teachers may implement additional resources to enhance children's learning whilst following the above lesson structure.

Questioning forms a very important part of each lesson in helping to understand what the children know, don't know and therefore need to know. Discussions take place as a pair, in groups or as a whole class to develop concepts and to give opportunities for deep mathematical thinking and for the children to demonstrate what they know - challenging them at every step. Stem sentences offer a support for explaining thinking and understanding.

Each unit of work is broken down into 'small steps' of learning, always building on from the previous lesson to promote the 'keep up, not catch up' philosophy. Each lesson follows the modelling pattern of **I do, we do, you do**.

I do – The teacher introduces the concept and models the method.

We do - Discovering and understanding the concept with a partner, or groups, supported by the teacher.

You do – Independent practice

This is followed by an opportunity for children to recall and apply knowledge rapidly and accurately in a range of contexts (fluency). This will take place in the form of journal work, whereby children set out their calculations with pride. Children will then seek to reason and problem solve with more challenging questions which deepens understanding – avoiding cognitive overload.

We ensure that maths is taught in creative and engaging lessons using a wide array of maths manipulatives to aid and support our children in their learning. Maths is widely promoted across the school and our classrooms have working walls that the children can utilise to support their learning and provide extra challenge.

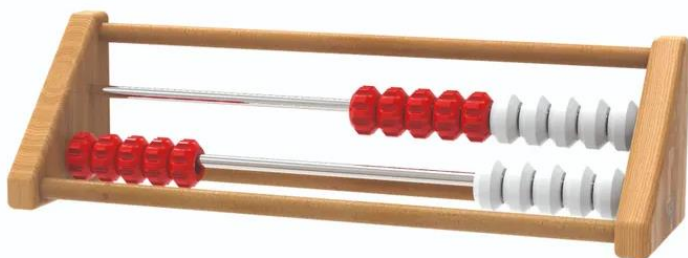
Throughout the lesson, teachers will 'live mark' children's work, giving them immediate feedback and addressing misconceptions in the moment should they arise. Each lesson is reviewed together, self-marked and self-assessed (where possible).

Should a child need some further support on small step of learning, this will be offered by a teacher or teaching assistant to ensure they are ready for their next learning step. This may be in the form of a pre-teach the following day, supporting our 'keep up, not catch up' philosophy.

Mastering Number programme for EYFS/ KS1

Hilton Spencer Academy are proud to be running the Mastering Number Programme across EYFS and KS1. The programme is taught **at least three times per week** and ensures that our children to develop a strong, deep and flexible understanding of the number system as well as to:

- Communicate their mathematical ideas
- Understand the foundations of mathematics
- Build number sense and fluency
- Use manipulatives to understand mathematical structures



The Rekenrek (pictured) is central to the programme. It is basically a small abacus and is easy and practical to use. It highlights the 5 and 5 is 10 structure and shows the relationship between numbers, such as 10 and 1 more is 11. Through its use, children are also encouraged to be mathematically observant.

Alongside this, the programme also provides our teachers with high quality CPD opportunities and resources. Our Maths Lead attends regular workgroups with the NCETM and is working towards becoming a Primary Mastery Specialist which will further enhance our Mastering Number provision.

As part of children's morning/afternoon work in Key Stage 1, children have regular opportunities to revisit the concepts taught through Mastering Number.

NUMBOTS

Every child will be given a NUMBOTS login at the beginning of Year One (some children may receive early access during Reception) – these will be the same login credentials that children will need for Times Tables Rockstars (TTRS) once they reach Year Two.

This is an online maths learning platform that helps children learn how to improve their fluency and recall in basic mental maths and equips them with maths confidence (subitising, number bonds, addition and subtraction).

Children are expected to work their way through the Story Mode (18 different levels), at school and at home, and upon completion (Diamond standard), they will achieve a badge and certificate which is awarded to them in assembly. Each child should aim to complete NUMBOTS Story Mode by the end of Key Stage One. This will be monitored to ensure that children are progressing with their mathematical fluency and interventions will be put in place where necessary.

Once children have achieved Stage 2 (Iron), Level 26, they will have access to the 'challenge mode'. This may be used as an intervention tool throughout school to support early number and arithmetic work.

Story mode stages:

1. Rust
2. Iron
3. Tin
4. Brass
5. Copper
6. Steel
7. Chrome
8. Glass
9. Tungsten
10. Aluminium
11. Kevlar
12. Carbon Fibre
13. Titanium
14. Bronze
15. Silver
16. Gold
17. Platinum
18. Diamond

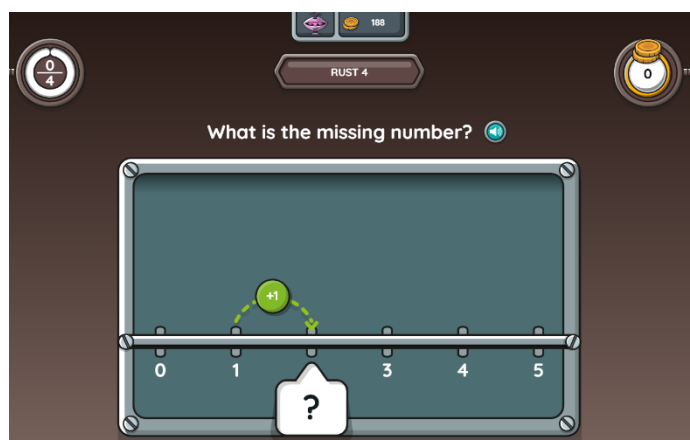


Figure 2 - Rust Level 4, Story Mode

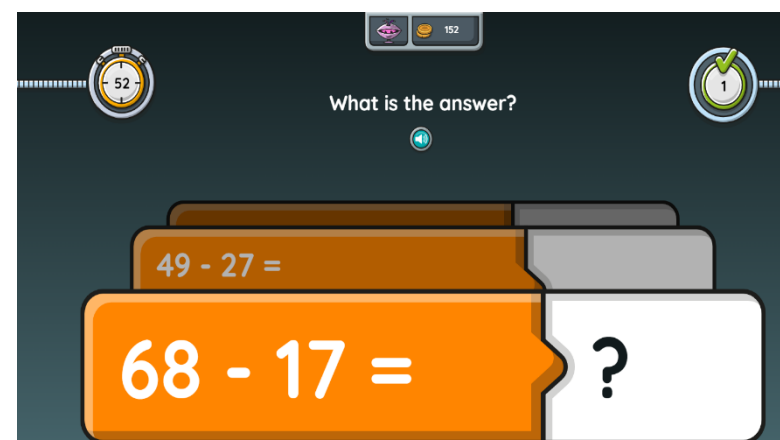


Figure 1 - Subtraction with 100, Challenge Mode

Times Tables Rock Stars (TTRS)

From Year Two, children will be expected to complete termly 'soundchecks' on TTRS.

Assessment

Within each lesson the children are constantly being assessed for understanding through questioning, question responses, discussions and their completed tasks.

Children self-mark wherever possible and in KS2, self-assessment their work. Teachers review completed work and make their own judgement on whether or not the learning intention has been achieved and record this on the Unit Assessment Grid. This forms the basis for planning the next day's learning. These grids are passed to the next teacher at the end of the year.

End of Unit tests are administered a week or so after the unit has been completed and gaps in learning identified and used to inform future planning.

At the end of each term, a formal assessment is administered using the Rising Stars' PUMA (Progress in Understanding Maths Assessment) test.

Multiplication Tables Check

As part of our ongoing assessment we use the time table passport system from year 2 (see appendix) to ensure that children can confidently, accurately and rapidly recall their multiplications sets through to 12×12 . This alongside the use of our Power Maths scheme ensures that our approach to the statutory Multiplication Check in year 4 is in line with our Mathematics Curriculum intent. It allows children time gain a deeper and accurate understanding of their times tables whilst ensuring their recall is of a high standard. Children's confidence means that they are excited to undertake the check.

Working Walls

Each classroom has a Maths Working Wall that is updated as the children work through the lessons in the week.

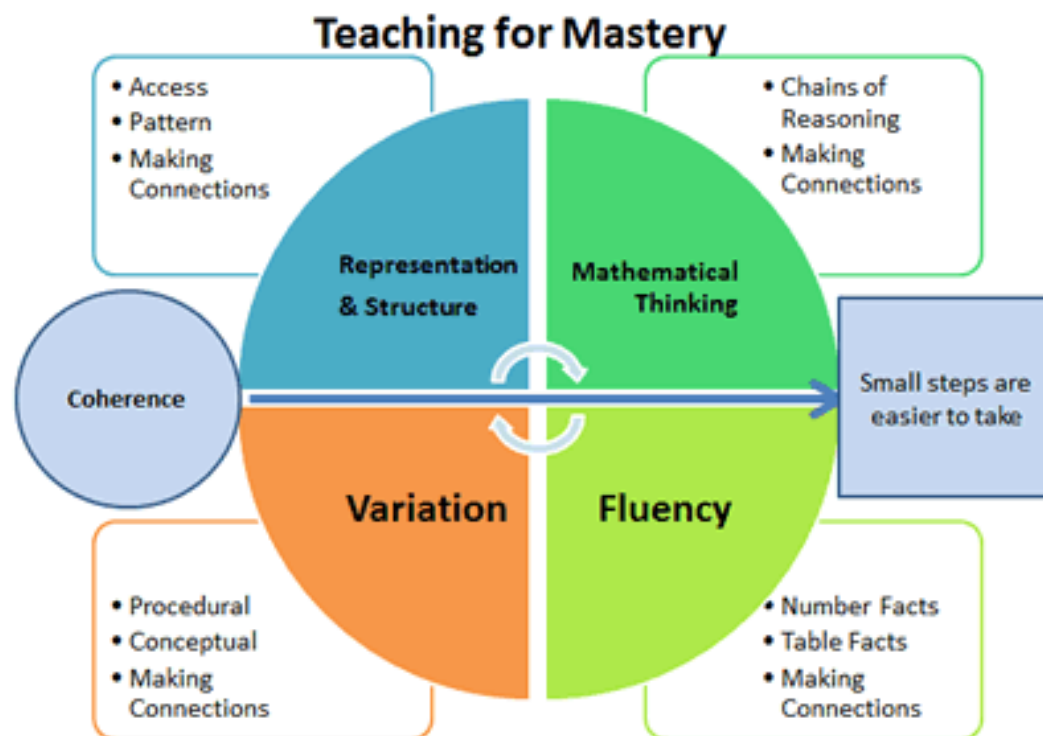
This is successful for children's learning because it:

- ✓ Supports children to understand the process of learning
- ✓ Provides visual resources and references to scaffold learning
- ✓ Models specific examples for children to access
- ✓ Supports independent learning

- ✓ Shows representations for learning concepts
- ✓ Identifies key vocabulary

Appendices

Appendix 1



Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure. <https://www.ncetm.org.uk/>



The Essence of Maths Teaching for Mastery

Maths teaching for mastery rejects the idea that a large proportion of people 'just can't do maths'.

All pupils are encouraged by the belief that by working hard at maths they can succeed.

Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.

If a pupil fails to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward with the whole class in the next lesson.

Lesson design identifies the new mathematics that is to be taught, the key points, the difficult points and a carefully sequenced journey through the learning. In a typical lesson, pupils sit facing the teacher and the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion.

Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other. It is recognised that practice is a vital part of learning, but the practice used is intelligent practice that both reinforces pupils' procedural fluency and develops their conceptual understanding.

Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.

Key facts such as multiplication tables and addition facts within 10 are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts.

<https://www.ncetm.org.uk/>

Appendix 3

Times Tables Passport and example written tests (Intervention tool)

A major aspect of Mathematics teaching is helping the children to develop their mental arithmetic skills. One of the most important of these is the committing to memory of multiplication tables. The New National Curriculum requires children to know their times tables to 12x12 by the time they leave year 4. A secure knowledge of times tables assists children in being able to make calculations mentally or solve problems as well as being required for the year 5 curriculum.

Year 2

By the end of year 2 the expectation is that children should be able to recall and use the multiplication and division facts for the 2, 5 and 10 x tables, including recognising odd and even numbers.

Year 3

By the end of year 3 the expectation is that children should additionally be able to recall and use the multiplication and division facts for the 3, 4 and 8 x table.

Year 4

By the end of year 4 the expectation is that children should be able to recall and use all the multiplication and division facts up to 12x12, and they take their official Multiplication Test Check (MTC) in June.

At Hilton Spencer Academy we use a **Times Tables Passport** as a fun way to record and celebrate their progress as well as learning about countries and regions of the world.

Children are issued with a Times Tables Passport in Year 2 where they earn stickers when they can demonstrate they have learnt a specific times table. Children will still have opportunities to learn/practise their times tables each week in maths lessons and will be tested on their tables weekly. Learning their times tables will also form part of their weekly homework.

To demonstrate that they know their tables and to earn a special sticker, children will need to respond to randomised times tables questions within 5 seconds and complete a sheet of multiplication and division facts for each table within a specified time (slightly longer for the younger children). When the children get full marks on two occasions for each of these tests, they will earn a sticker in their **Times**

Tables Passport.

Children will also have to complete timed tests of mixed up times tables: this will be for 2's, 5's and 10's in Year 2; 2's, 5's, 10's, 3's, 4's, and 8's in year 3; all tables in year 4. All these may be taken early if children are exceeding expectations.

Passports will stay in school but will be available to discuss with teachers at parents evening.

Once children have shown they know all their times tables they will be awarded a special maths badge to wear each day at school.

Hilton Spencer Academy  Times Table Passport Name: _____	Websites to help you learn your times tables: ✓ www.ttrockstars.com - Log in with the Username and Password given to you by your teacher. ✓ Maths Frame - Multiplication Tables Check https://mathsframe.co.uk/en/resources/the-source/477/Multiplication-Tables-Check ✓ www.multiplication.com ✓ www.topmarks.co.uk	EUROPE UK - 2 times table France - 5 times table Germany - 10 times table	EUROPE 2, 5 & 10 Times Table Mix-up Challenge 	ASIA China - 3 times table Japan - 4 times table India - 8 times table	ASIA 2, 5, 10, 3, 4, 8, times table mix-up 
Can you conquer the continents a country at a time?  Instructions: To conquer a continent, you must complete each Times Table in that continent and the Times Tables Mix-up Challenge. <i>Once you have conquered one, colour it in neatly on your passport.</i>	AFRICA Nigeria - 6 times table Ghana - 7 times table Kenya - 9 times table	AFRICA 2, 5, 10, 3, 4, 8, 6, 7 & 9 Times Table Mix-up Challenge 	OCEANIA Australia - 11 times table New Zealand - 12 times table Nearly finished! Just the final Challenge to go!	OCEANIA All Times Table Mix-up Challenge  Congratulations! You've completed your Passport!	GLOBETROTTER Now you have conquered the world, have a go at learning these extra things: Tick them when they are learnt: ☐ Count in multiples of 25 forwards and backwards. ☐ Square numbers up to 12^2 ☐ Cubed numbers up to 12^3 ☐ Prime numbers up to 100 ☐ Find common multiples of two numbers under 100 ☐ Find common factors of two numbers under 100 ☐ Multiply whole numbers and decimals by 10, 100 and 1000 ☐ Divide whole numbers and decimals by 10, 100 and 1000

The following websites support learning at home.

<https://ttrockstars.com/>
www.multiplication.com
www.topmarks.co.uk
www.familylearning.org.uk/multiplication_games.html
<http://www.transum.org/Software/Tablesmaster/>

Example – times table written tests

Name: _____ Date: _____

3 minute test

Test C 2x table		
1x2=	2x8=	x2=8
5x2=	2x5=	x2=10
7x2=	2x6=	x2=4
2x2=	2x2=	x2=2
6x2=	2x1=	x2=22
5x2=	2x7=	x2=14
9x2=	2x11=	x2=20
3x2=	2x12=	x2=12
4x2=	2x10=	x2=6
9x2=	2x4=	x2=16
12x2=	2x6=	x2=24
11x2=	2x1=	x2=18

Name: _____ Date: _____

3 minute test

Test C 9x table		
1x9=	9x11=	x9=81
3x9=	9x6=	x9=0
7x9=	9x8=	x9=72
12x9=	9x3=	x9=27
2x9=	9x9=	x9=45
9x9=	9x5=	x9=18
4x9=	9x3=	x9=9
6x9=	9x12=	x9=36
11x9=	9x4=	x9=63
8x9=	9x5=	x9=81
5x9=	9x10=	x9=108
1-x9=	9x1=	x9=18

v3

Appendix 5 – Master the Curriculum (Nursery)

Nursery MTP Overview

www.masterthecurriculum.co.uk

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising-dice pattern Subitising-random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
Spring Starters: Number songs	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

White Rose Overview EYFS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you (Take this time to play and get to know the children!) VIEW			Just like me! VIEW			It's me 1, 2, 3! VIEW			Light & dark VIEW		
Spring term	Alive in 5! VIEW			Growing 6, 7, 8 VIEW			Building 9 & 10 VIEW			Consolidation		
Summer term	To 20 and beyond VIEW			First, then, now VIEW			Find my pattern VIEW			On the move VIEW		

YEAR 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW		Measurement Length and height VIEW	Measurement Mass and volume VIEW					
Summer term	Number Multiplication and division VIEW	Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation					

YEAR 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW	Number Multiplication and division VIEW				Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW					
Summer term	Number Fractions VIEW		Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation			

Year 1/2 mixed

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 20) FREE TRIAL VIEW			Number Addition and subtraction (within 20) VIEW			Number Place value (within 100) VIEW			Geometry Shape VIEW		
Spring term	Number Addition and subtraction (within 100) VIEW			Number Multiplication and division VIEW			Measurement Length and height VIEW			Statistics VIEW	Consolidation	
Summer term	Measurement Money VIEW	Number Fractions VIEW		Measurement Time VIEW			Measurement Mass, capacity and temperature VIEW			Geometry Position and direction VIEW	Consolidation	

YEAR 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW			
Summer term	Number Fractions B VIEW		Measurement Money VIEW		Measurement Time VIEW			Geometry Shape VIEW		Statistics VIEW		Consolidation

YEAR 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW	Number Multiplication and division A VIEW		Consolidation		
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW				
Summer term	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW	

Year 3/4 mixed

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW				Number Multiplication and division A VIEW		Measurement Area VIEW	
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW		Number Fractions B VIEW			
Summer term	Measurement Time VIEW		Number Decimals VIEW		Measurement Money VIEW		Geometry Shape VIEW		Geometry Position and direction VIEW		Statistics VIEW	

Appendix 6 – UKS2 Power Maths / White Rose yearly overviews



Year 5 Planner

Created in
partnership
with



Pearson

Year 5 progression: compared with the first edition, the units for the first half of Term A are familiar but the units for the second half of Term A have changed, now including two Fractions units, which would previously have fallen in Term B. The Fractions units and Multiplication & Division units are now interspersed (as there were some teachers/children who found the 3 consecutive Fractions units quite intense!). You can see the new progression of lessons within the units by looking at the progression file for Upper KS2.

Week	Term		
	Autumn	Spring	Summer
1	Unit 1: Place value within 1,000,000 (1) (8 lessons)	Unit 7: Multiplication and division (2) (10 lessons)	Unit 12: Geometry – properties of shapes (12 lessons)
2			
3	Unit 2: Place value within 1,000,000 (2) (6 lessons)	Unit 8: Fractions (3) (7 lessons)	Unit 13: Geometry – position and direction (6 lessons)
4			
5	Unit 3: Addition and subtraction (12 lessons)	Unit 9: Decimals and percentages (15 lessons)	Unit 14: Decimals (15 lessons)
6			
7	Unit 4: Multiplication and division (1) (10 lessons)	Unit 10: Measure – perimeter and area (8 lessons)	Unit 15: Negative numbers (4 lessons)
8			
9	Unit 5: Fractions (1) (8 lessons)	Unit 11: Graphs and tables (6 lessons)	Unit 16: Measure – converting units (10 lessons)
10			
11	Unit 6: Fractions (2) (11 lessons)		Unit 17: Measure – volume and capacity (3 lessons)
12			





Year 6 Planner

Created in
partnership
with



Pearson

Year 6 progression: compared with the first edition, there is not much change to the sequence of units for Term A. Note that Imperial and Metric units are included, rather than Position and Direction. You can see the new progression of lessons within the units by looking at the progression file for Upper KS2.

Resources to have ready: in the Autumn term you are mostly going to need place value counters and grids.

Week	Term		
	Autumn	Spring	Summer
1	Unit 1: Place value within 10,000,000 (8 lessons)	Unit 7: Ratio and proportion (9 lessons)	Unit 12: Statistics (11 lessons)
2			
3	Unit 2: Four operations (1) (8 lessons)	Unit 8: Algebra (11 lessons)	Unit 13: Geometry – properties of shape (12 lessons)
4			
5	Unit 3: Four operations (2) (12 lessons)	Unit 9: Decimals (9 lessons)	Unit 14: Position and direction (5 lessons)
6			Unit 15: Problem solving (14 lessons)
7		Unit 10: Percentages (8 lessons)	
8	Unit 4: Fractions (1) (9 lessons)	Unit 11: Measure – perimeter, area and volume (11 lessons)	CONSOLIDATION AND SATS PREP
9			
10	Unit 5: Fractions (2) (9 lessons)		
11			
12		Unit 6: Imperial and metric (5 lessons)	



Calculation Policies – separate documents