Maths Meetings Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	Sept 2020
Other related policies:	Maths Policy, Calculation Policy, Teaching and Learning Policy, SEND, Equalities
Policy owner:	Victoria Higgins
Policy model:	SMFA
Review:	
Version number:	1

Maths Meetings are a vital part of learning at Sir Martin Frobisher Academy. They are in addition to the daily Mathematics lesson and take place for 15-20 minutes each day.

Their purpose is to provide regular opportunities for our children to practise and consolidate skills of arithmetic and develop mental fluency. This additional Mathematics learning reduces the content of the statutory lessons; these lessons are slimmed down allowing for greater time to be spent developing and deepening the learning of key constructs.

From Reception to Year Six, teachers plan using the Medium Term Non-Negotiables. These are aligned with the expectations for each year group as set out in the National Curriculum Programmes of Study. Regular counting and practise of key constructs in Number via games and puzzles is a key feature within every session.

Maths Meetings across the school also allow opportunities for our teachers to act immediately upon their formative assessment. These sessions enable either the class teacher or an additional adult to provide prompt and timely 'corrective teaching' for those children not yet secure with key constructs.

Maths Meetings Non-Negotiables

Targets should be worked on in each term. Any child who has gaps in their learning should be picked up by precision teaching or through planning. If children are secure with the basic concept, they should be extended in each strand through practical examples or different examples to embed knowledge.

Term	Mental Maths Strand Reception
Autumn	Count reliably to 20.
Spring	Order numbers 1-20.
	Say 1 more/1 less to 20.
Summer	Count in 10s, 5s and 2s.
	Know doubles to 10.
	Add and subtract two single digit numbers.

Term	Year One
Autumn	Add and subtract 1 to/from a 2-digit number.
	Subtract within 10.
	Add within 10.
	Number bonds to 10
	Add within 5.
	Subtract within 5.
	Add and subtract within 5.
Spring	Count in multiples of 10, 5 and 2.
	Know halves of even numbers to 20.
	Know doubles to 10.
	Add and subtract 10 to/from a 2-digit number.
	Add 3 single digit numbers together.
	Use language of day, week, month and year. Tell the time to hour and half past.
Summer	Number bonds to 20
	Subtract any 1-digit number from any 2-digit number.
	Add any 1-digit number to any 2-digit number.
	Find how many 'sets of' a smaller number make a bigger number.
	Recognise half and quarter of an object, shape or quantity.

Term	Year Two
Autumn	Add any pair of 2-digit numbers.
	Add and subtract multiples of 10 to any give 2-digit number.
	Say 10 more/less than any number to 100.
	Add two or three single digit numbers.
	Know all the pairs of numbers to 10, 12 and pairs with total of 20.
	Count on and back in ones and tens from any given 2-digit number.
Spring	Learn 2x, 5x, and 10x table (looking at lots of) and corresponding division facts.
	Double numbers up to 20.
	Using fingers, say where a given number is in the 2s, 5s or 10s count (e.g. 8 is the fourth number when I count in twos).
	Count in steps of 2, 3,5 from zero and in tens from any number, forward and backward.
	Subtract any pair of 2-digit numbers by counting back in tens and ones or by counting up.
Summer	Double and begin to halve numbers to 40 and multiples of 10 and 100.
	Halve/Double numbers to 20.
	Relate division to grouping (how many groups of five in fifteen).
	Tell time to five minutes, including quarter past/to.
	Recognise half, 1/3, 2/4, ¾ of a shape, quantity or object.
	Begin to count in multiples of 3 and learn the 3x table.

Term	Year Three
Autumn	Use place value and number facts to add and subtract numbers.
	Subtract by counting up/on.
	Count on in multiples of 100 from 0.
	Learn to count in multiples of 3 and 4 and know the 3x and 4x table and corresponding division facts.
	Add and subtract any 2-digit numbers by counting on in 10s and 1s or by using partitioning.
	Perform place value subtractions without a struggle (eg. 536-30=506).
	Know multiples of 10 with a total of 100.
	Know pairs with each total to 20.
Spring	Find 10 or 100 more/less than a given number.
	Count on in multiples of 50 from 0.
	Tell the time to the nearest minute using 12 and 24 hour clocks, know the number of days in a month.
	Subtract, when appropriate, by counting back or taking away, using place value and number facts.
	Learn to count in multiples of 8 and begin to learn 8x table and corresponding division facts. Through doubling they connect the x2, x4 and x8 multiplication tables.
	Begin to learn to count in multiples of 6. Begin to know the 6x tables.
	Add and subtract pairs of 'friendly' 3-digit numbers, e.g. 230 +450.
Summer	Recognise fractions that add to 1. (e.g. $\frac{1}{4}$ +3/4).
	Halve even numbers up to 100, halve odd numbers to 20.
	Double numbers up to 50.
	Partition teen numbers to multiply by a single digit number (eg. 3 x 14 as 3 x10 and 3x4).
	Begin to learn to count in multiples of 7. Begin to know the 7x tables.

Term	Year Four
Autumn	Find 1000 more/less than a given number.
	Add and subtract £1, 10p and 1p to/from amounts of money.
	Know the 3x and 4x table. Apply and investigate. Know associated division facts.
	Know by heart, quickly derive number bonds to 100 and £1.
	Add and subtract any two 2-digit numbers by partitioning or counting on.
	Count in multiples of 1000.
Spring	Read and compare and convert between analogue/digital 12/24 hr clocks.
	Multiply mentally 1-digit by 2-digit numbers.
	Count in multiples of 6, 8 and 9. Know the 6x, 8x and 9x tables and relevant division facts.
	Find change from £10, £20 and £50.
	Count in multiples of 25.
Summer	Begin to double and halve amounts of money (eg.£35.60 doubles = £71.20).
	Read Roman numerals to 100.
	Count up/down in hundredths.
	Count in multiples of 7, 11, 12. Know the 7x, 11x and 12x tables and relevant division facts.
	Partition 2-digit numbers to multiply by a single digit number mentally (eg. 4 x 24 as 4 x 20 and 4 x 4) .
	Use understanding of place value and number facts in mental multiplication and division (eg. 36 x 5 is half of 36 x 10 and 50 x 60 = 3000 or 245 ÷20 is double 245 ÷ 10).
	Divide multiples of 100 by 1-digit numbers using division facts (eg.3200 ÷ 8= 400).

Term	Year Five
Autumn	Use place value and number facts to add two or more friendly numbers including money and decimals (eg. **3+4+8+6+7** and **0.6+0.4**+0.7).
	Add and subtract decimal numbers which are near multiples of 1 or 10 including money (eg. £6.34-1.99 or £34.59-£19.95).
	Count in multiples of 11 and 12 and know the 11x and 12x table and corresponding division facts.
	Add to the next 10 from a decimal number (eg. 13.6 + 6.4 =20).
	Know number bonds to 1 and to the next whole number.
Spring	Use doubling and halving as mental multiplication/division strategies (eg. 58 x 5 = half of 58 x 10).
	Use knowledge of factors and multiples in multiplication (eg. 43 x 6 is double 43 x 3 and 28 x 50 is half of 28 x 100 = 2800).
	Identify all multiples and factors including finding all factor pairs.
	Know 3x, 4x, 6x, 8x tables and corresponding division facts. Apply and extend.
	Know square numbers and square roots up to 144.
	Recall prime numbers up to 19.
Summer	Count up/down in thousands.
	Read Roman numerals to 1000.
	Use knowledge of multiples and factors, test for divisibility (eg. 246 ÷ 6 = 123 ÷ 3).
	Double and halve money by partitioning (eg. half of £75.40 = half of £75 (37.50) plus half of 40p).
	Know 7x and 9x tables and corresponding division facts. Apply and extend.

Term	Year Six
Autumn	Add two 1-place decimal numbers or two 2-place decimal numbers less than 1 (eg. 4.5 + 6.5 or 0.74 +0.33).
	Count forward and backward with positive and negative numbers through zero.
	Recall all multiplication tables to 12 x and corresponding division facts. Apply and extend.
	Derive quickly, and without difficulty, number bonds to 1000.
	Use number bonds to 1 and 10 to perform mental subtraction of any pair of one-place decimal numbers.
Spring	Use divisibility tests to aid mental calculation.
	Use place value and number facts in mental multiplication (eg. 40,000 x 6 = 24,000).
	Identify common factors, common multiples and prime numbers and use factors in mental division (eg. 438 ÷ 6 is 219 ÷ 3).
	Identify common factors, common multiples and prime numbers and use factors in mental multiplication (eg. 326 x 6 is 652 x 3).
	Know by heart all multiplication and division facts up to 12 x 12. Apply and extend.
	Use negative numbers in context, calculate intervals across zero and add positive number to negative numbers (e.g calculate a rise in temperature).
Summer	Halve and double decimal numbers with up to 2 places using partitioning (eg. 36.73 doubled is double 36 plus double 0 .73).
	Know by heart all multiplication and division facts up to 12 x 12. Continue to use all the multiplication tables to calculate mathematical statements in order to maintain fluency. Solve problems involving multiplication and division.
	Use rounding in mental multiplication (eg. 19 x 34 rounds to (20 x34) -34.
	Use doubling and halving as a mental division and multiplication strategy (e.g to divide by 2,4,8,5,20 and 25. 628 ÷ 8 is halved three times) (28 x 25 is $\frac{1}{4}$ of 28 x 100 = 700).