

## Peover Superior Mixed-Age Maths Planning Overview 2023-24



At Peover Superior Primary School, we have used the NCETM's Curriculum Prioritisation materials to design our curriculum for Mathematics in a mixed-age setting. Where possible, we have aligned the units to allow both year groups to be taught together with the teacher differentiating the small steps within the lesson. Some units are planned to extend the learning in the previous year group e.g. Year 3 unit 1 (Adding and subtracting across 10) is extended to adding and subtracting across 10s and 100s in Year 4. Where the units do not align, we teach the concepts separately. This can be achieved through a variety of lesson structures:

|         |       |
|---------|-------|
| Fluency |       |
| TA      | Input |
| Input   | I     |
| I       |       |

|         |       |
|---------|-------|
| Fluency |       |
| Input   |       |
| I       | Input |
|         | I     |

|              |       |
|--------------|-------|
| Other Lesson | Maths |
|              |       |

|         |  |
|---------|--|
| Fluency |  |
| Input   |  |
| I       |  |

|         |       |
|---------|-------|
| Fluency |       |
| Input   | I     |
| I       | Input |



|   |  |  |   |   |   |  |   |   |   |                                   |                 |                                   |                 |
|---|--|--|---|---|---|--|---|---|---|-----------------------------------|-----------------|-----------------------------------|-----------------|
| Year 1 and 2 (Mastering Number is used in Year 1 and 2 to develop the fluency from learning in Reception) | Autumn   |  |   | Spring  |   |  | Summer  |   |   |                                   |                 |                                   |                 |
|   | Y1 unit 1 previous reception experiences and counting within 100   | Y1 unit 2 composition of quantities and part-whole relationships | Y1 unit 3 numbers 0 to 5                      | Y1 unit 5 numbers 0 to 10                                   | Y1 unit 6 additive structures                               | Y1 unit 7 addition and subtraction facts within 10 | Y1 unit 8 numbers 0 to 20                     | Y1 unit 9 unitising and coin recognition  | Y1 unit 4 recognise, compose, decompose and manipulate 2D and 3D shapes | Y1 unit 10 position and direction | Y1 unit 11 time |                                   |                 |
|   | <b>Mastering Number</b>  |  |   |   |   |  |   |   |   |                                   |                 |                                   |                 |
|   | Mastering Number for 5-10 minutes four times weekly – not necessarily using all of the steps and ensuring that the concepts are not running ahead of the ones taught in the main lesson. |  |   |   |   |  |   |   |   |                                   |                 |                                   |                 |
|   | Y2 unit 1 numbers 10 to 100  | Y2 unit 2 calculations within 20                                 | Y2 unit 3 fluently add and subtract within 10 | Y2 unit 4 addition and subtraction of two-digit numbers (1) | Y2 unit 8 addition and subtraction of two-digit numbers (2) | Y2 unit 5 introduction to multiplication           | Y2 unit 6 introduction to division structures | Y2 unit 13 multiplication and division – doubling, halving, quotient and partitive division | Y2 unit 10 fractions  | Y2 unit 9 money                   | Y2 unit 7 shape | Y2 unit 12 position and direction | Y2 unit 11 time |

Learning in Years 1 and 2 is mapped into three terms. No set time is given to a unit of learning (if children need longer on certain units then some units are moved to the following year to allow for depth of learning). Learning is supported using pre-teach and same day intervention.

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| Year 3 and 4                                  | Autumn  |                              |  |                              | Spring                          |  |  | Summer  |                               |                                      |                                 |                          |  |                    |
|---|---|------------------------------|--|------------------------------|---------------------------------|--|--|---|-------------------------------|--------------------------------------|---------------------------------|--------------------------|--|--------------------|
|   | Adding and subtracting across 10<br>Y3 Unit 1 | Y3 Unit 2<br>Numbers to 1000 |  | Y3 Unit 5<br>Column addition | Y3 Unit 7<br>Column subtraction | Y3 Unit 6<br>2,4,8 times tables          | Y3 Unit 3<br>Right angles  | Y3 Unit 4<br>Manipulating the additive relationship and securing mental calculation | Y3 Unit 8<br>Unit fractions   |                                      | Y3 Unit 9<br>Non-unit fractions |                          | Parallel and perpendicular sides in polygons<br>Y3 Unit 10 | Y3 Unit 11<br>Time |
| *Counting and subtracting across 10s and 100s | Y4 Unit 2<br>Numbers to 10,000                | Y4 Unit 3<br>Perimeter       | Y4 Unit 1<br>Review of column addition and subtraction |                              | Y4 Unit 4<br>3,6,9 times tables | Y4 Unit 5<br>7 times tables and patterns | Y4 Unit 6<br>Understanding and manipulating multiplicative relationships | Y4 Unit 12<br>Division with remainders Y4   | Unit 8<br>Review of fractions | Y4 Unit 9<br>Fraction greater than 1 |                                 | Y4 unit 7<br>Coordinates | Y4 Unit 10<br>Symmetry in 2D shapes                        | Y4 Unit 11<br>Time |

Learning in Year 3 and 4 is mapped into three terms.

No set time is given to a unit of learning (if children need longer on certain units then some units are moved to the following year to allow for depth of learning).

Learning is supported using pre-teach and same day intervention.

|              |                                |   |                              |                                 |                     |   |   |   |                         |   |   |                                |                       |  |                                  |                           |
|--------------|--------------------------------|---|------------------------------|---------------------------------|---------------------|---|---|---|-------------------------|---|---|--------------------------------|-----------------------|--|----------------------------------|---------------------------|
| Year 5 and 6 | Autumn                         |   |                              |                                 |                     |   | Spring  |   |                         |   |   | Summer                         |                       |  |                                  |                           |
|              | Y5 unit 1<br>Decimal fractions | Y6 unit 1 calculating using knowledge of structures | Y6 unit 2 Multiples of 1,000 | Y6 unit 3 Numbers to 10,000,000 | Year 5 unit 2 money | Year 5 unit 3 negative number             | Year 5 unit 4 short multiplication and short division | Year 5 unit area and scaling  | Year 5 unit 8 fractions | Year 5 unit 7 factors, multiples and primes | Year 5 unit 6 calculating with decimal fractions  | Year 5 unit 9 converting units | Year 5 unit 10 angles | Revisit units as an outcome of assessments             |                                  |                           |
|              |                                |   |                              |                                 |                     | Year 6 unit 5 multiplication and division | Year 6 unit 6 area, perimeter, position and direction | Year 6 unit 7 fractions and percentages<br>Y6 unit ratio and proportion (integrate into fractions unit) |                         | Y6 unit 11 solving problems with 2 unknowns | Year 6 unit 4 draw, compose and decompose shapes* | SATS                           | Y6 unit 8 statistics* | Y6 unit 10 calculating using knowledge of structures * | Y6 unit 12 order of operations** | Y6 unit 13 mean average** |

Learning in year 5 and 6 is mapped into three terms. No set time is given to a unit of learning.

When teaching the units in the autumn term, the number range is differentiated for the children based on the outcomes of the pre-assessments.

Learning is supported using pre-teach and same day intervention.

\* Teach aspects of these units in Arithmetic Starters twice weekly.

\*\* Exposure to these units prior to SATs through Super Six and Arithmetic Starters.