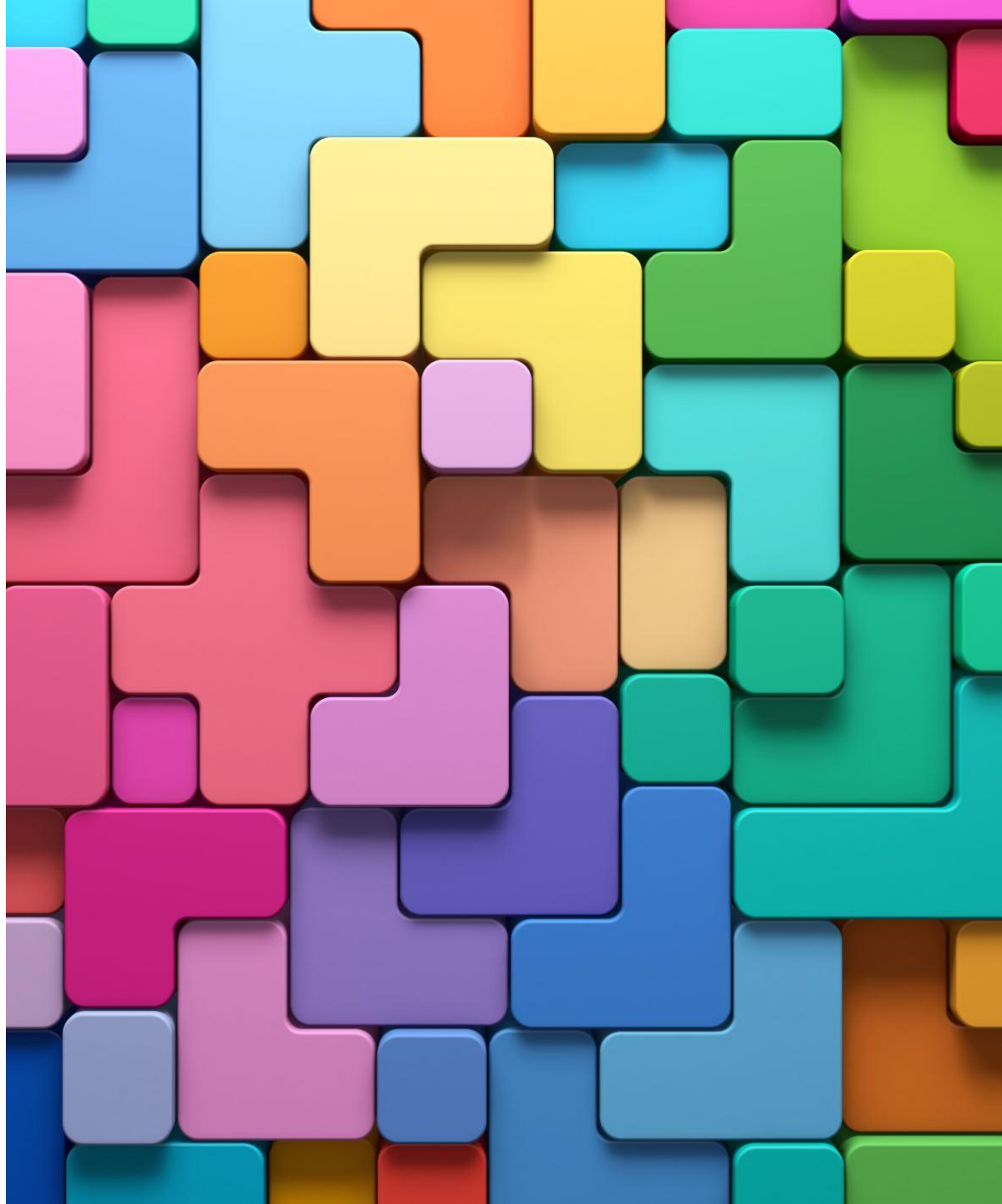
MATHS INFORMATION EVENING 2025

Mrs Dench

Mrs Withers



WHAT DO WE TEACH?

Herts for Learning

ESSENTIALmaths

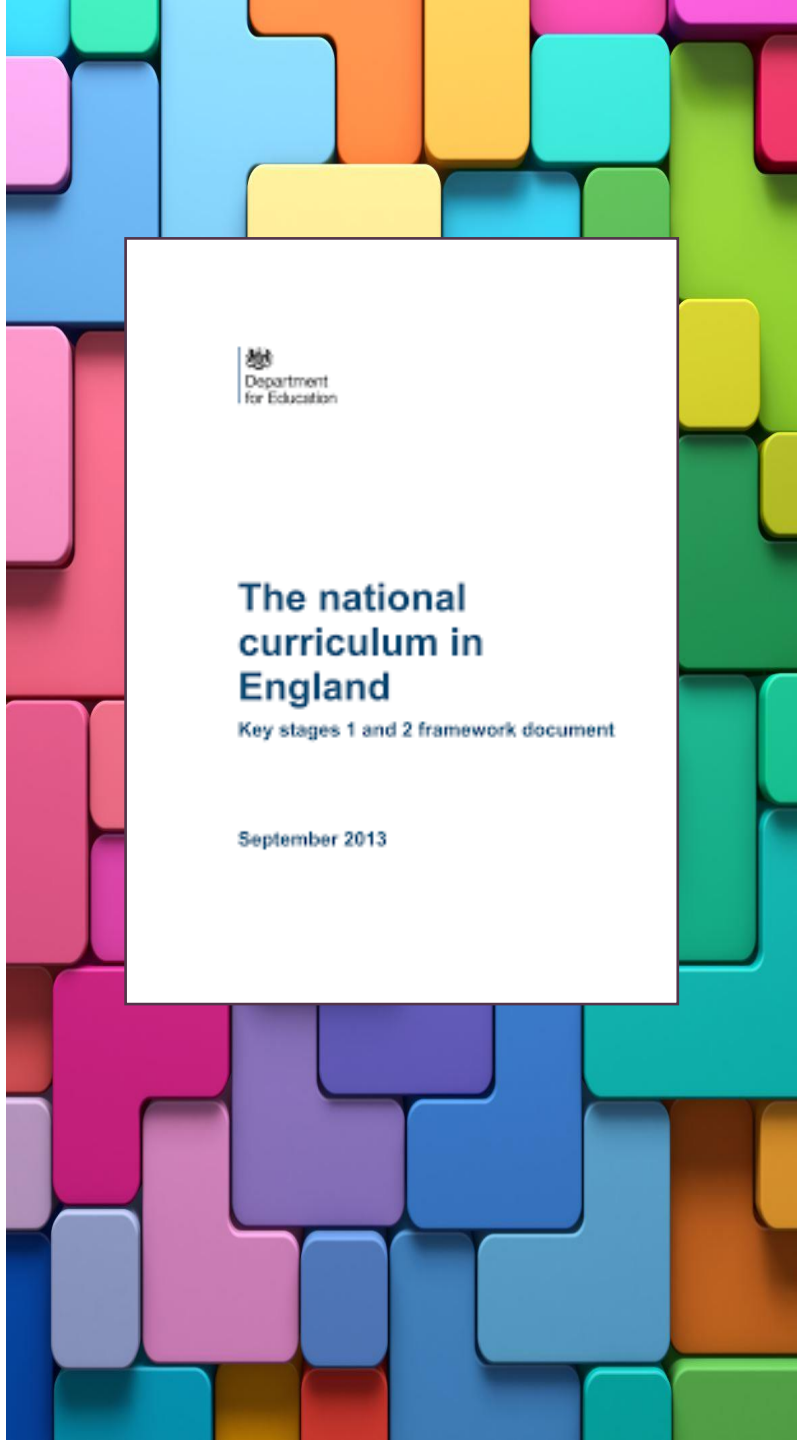
Setting

Learning Steps

Learning Sequences

Essential Maths

National Curriculum



ESSENTIAL MATHS

Fully Embedded and Resourced

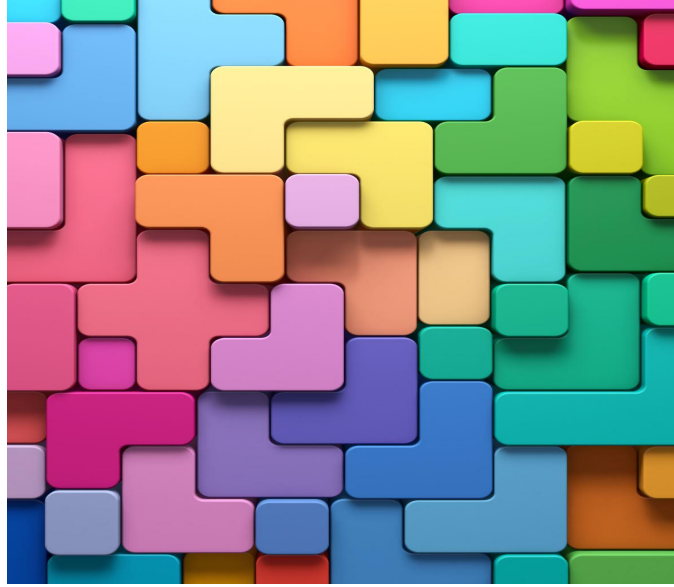
Broken up in to Learning Sequences

Herts for Learning

ESSENTIALmaths

Year 3

Long Term Planning

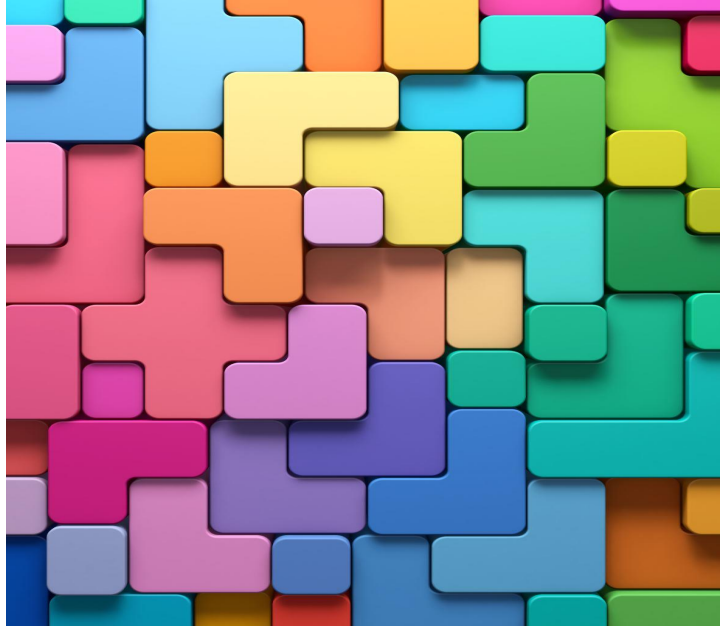


Term 1		
Week one	3LS1	Place Value and Regrouping
	3LS2	Counting On and Back in Ones Tens and Hundreds
Week two	3LS3	Estimation, Magnitude and Rounding
	3LS4	Measures - Comparison, Estimation and Magnitude
Week three - five	3LS5	Mental Fluency - Addition
	3LS6	Mental fluency - Subtraction
	3LS7	Fact Families and Applying the Inverse
Week six	3LS8	Written Addition
Week seven	3LS9	Written Subtraction
Week eight	3LS10	Problem Solving - Worded Problems
Week nine	3LS11	Statistics – Interpreting Bar Charts and Tables
Week ten	3LS12	Angles, Right Angles and Estimation
	3LS13	Perpendicular and Parallel Lines, Horizontal and Vertical Lines
Week eleven	3LS14	2D Shape - Properties and Drawing
Week twelve	3LS15	Perimeter Including Problem Solving Using Written and Mental methods

Each Year Group has their own Learning Sequence to follow.
Some topics are revisited as they progress, other topics are added.

Term 2		
Week one - two	3LS16 3LS17 3LS18	Multiplication – 3, 4 and 8 Times Tables Including Counting Division – 1, 2, 3, 5, 4 and 8 Times Tables Multiplication – Strategy, Associative and Distributive Laws
Week three	3LS19	Statistics – Pictograms and Scaled Bar Charts
Week four	3LS20	Multiplication & Division Worded Problems
Week five	3LS21	Fractions – Finding Fractions of Discrete and Continuous Quantities
Week six - eight	3LS22 3LS23 3LS24	Ordering and Comparing fractions Adding and Subtracting Fractions with the Same Denominators Fractions – Problem Solving with Unit and Non-Unit Fractions
Week nine - ten	3LS25 3LS26	Multiplication – Multiplying Multiples of Ten Multiplication – Formal Written Multiplication

Term 3		
Week one	3LS27	Division Problem Solving – Sharing and Grouping
Week two	3LS28	Division – Two and Three-Digit Numbers by One-Digit Numbers Including Halving
Week three	3LS29	Multiplication, Division and Fractions – Scaling and Correspondence Problems
Week four	3LS30	Division – Long Division
Week five - six	3LS31 3LS32 3LS33	Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years Time – Telling the Time (analogue and digital) and Estimation Time – Duration
Week seven - eight	3LS34	Securing the Four Operations with Whole Number Including Problem Solving
Week nine - ten	3LS35 3LS36 3LS37	Place Value and Decimals - Ten Times Bigger and Ten Times Smaller Place Value and Decimals – Partitioning Place Value and Decimals – Estimation, Comparing and Rounding
Week eleven	3LS38	Measures – Measuring and Problem Solving
Week twelve	3LS39	3d Shape –Building and Identifying Properties
Remaining weeks should be review and close the gap sessions focussing on high value learning – place value, mental and written fluency		



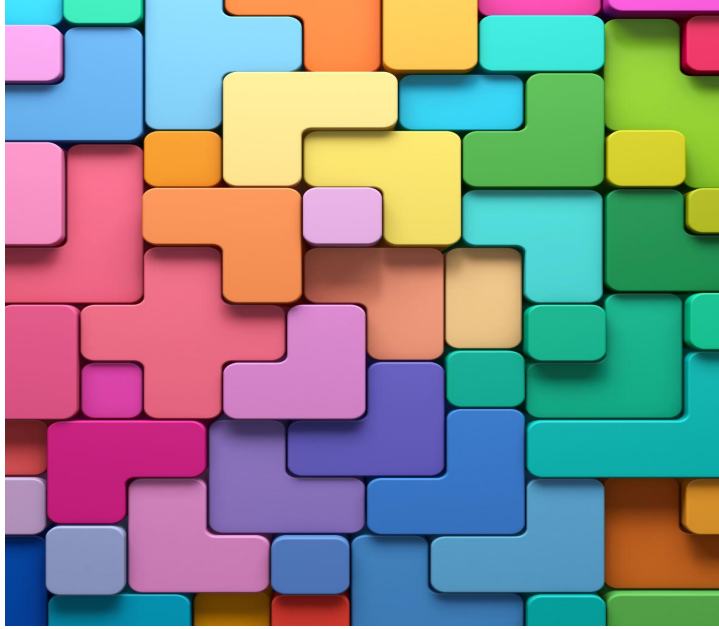
Each Year Group has approximately 38 Learning Sequences. Occasionally the LS order is changed e.g. Bikability.

Year 4

Learning Sequence 9

Multiply and Divide a One or Two-digit Number by 10 and 100

Key NC Statement
Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
Related NC Statements
• use place value, known and derived facts to multiply and divide mentally, including by 0 and 1; dividing by 1 • convert between different units of measure
Key Concepts
Pupils will combine their understanding of place value, decimal notation (tenths) and their multiplication and division facts for the 10 times table within this learning sequence. The aim is to develop a deep understanding of what happens when numbers are multiplied and divided by 10 or 100. So that when pupils encounter this as part of converting units, they can transfer this understanding. At this stage, pupils will not have encountered numbers with two decimal places and so examples should be limited to decimals tenths only.
Steps within the Learning Sequence
Step 1: Multiplying and dividing by 10 – investigating the effect Step 2: Multiplying and dividing by 10 – understanding the effect Step 3: Dividing by 10 – using decimal and fraction notation Step 4: Multiplying and dividing by 100 – understanding the effect, using decimal notation Step 5: Multiplying and dividing by 10 and 100 – applying learning and reasoning ideas

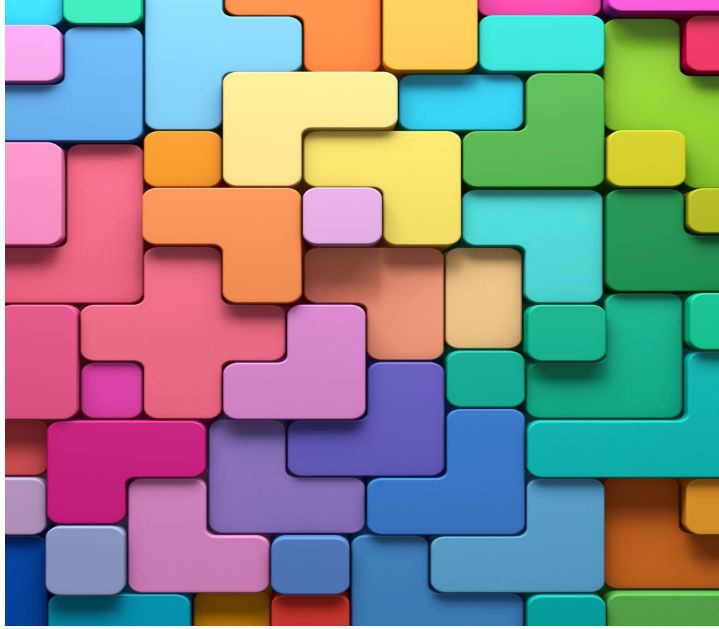


<u>Steps</u>

-Each Learning Sequence is broken down into Steps.

-This is where Setting is good in our school.

SETTING: STRENGTH OF BHJS



-Different Starting Points

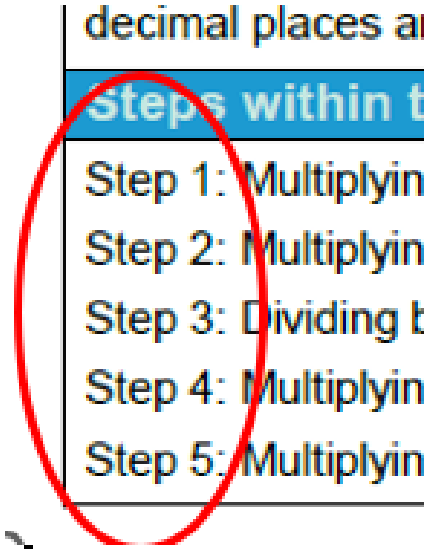
-Different Pace “5 Steps” in 3, 5 or 7 days

-Pitch to match class, changes every year too

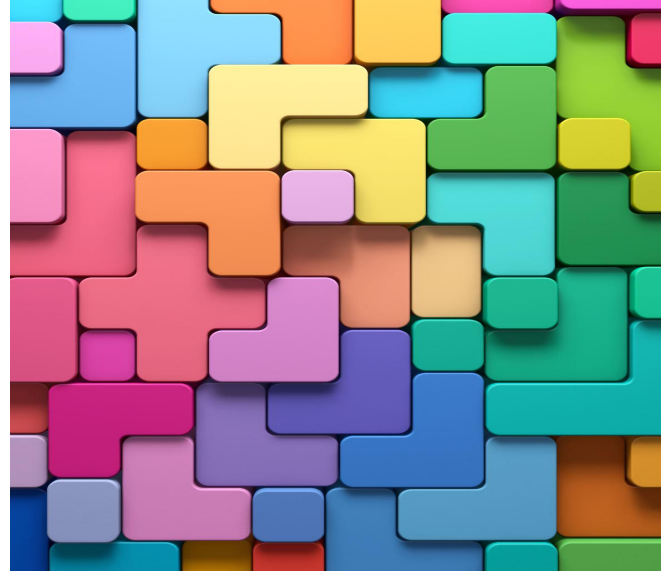
-Challenge and Support within each group

-Appropriate methods taught: concrete, pictorial and abstract

-Confidence to grow because all of the above is possible



SETTING: STRENGTH OF BHJS



Bernards Heath Junior School 2025

Headline data figures (based on Insight data and National result)

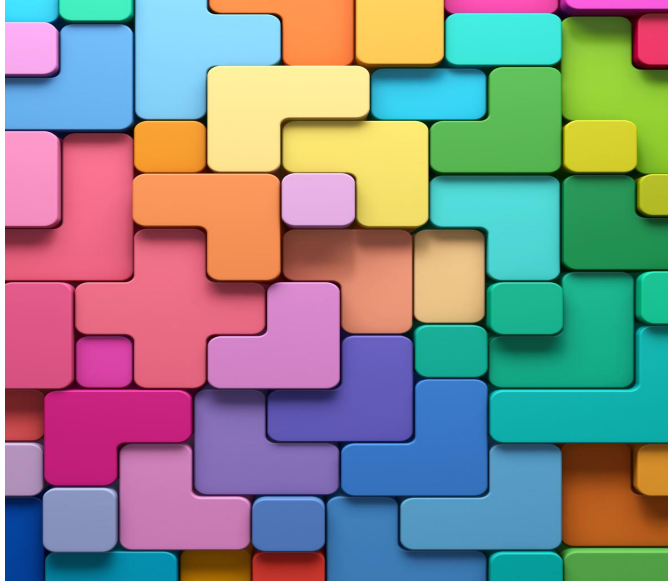
Key Stage 2 SATS results 2025	Bernards Heath Junior School	St Albans	Hertfordshire	England	School percentile rank
% of pupils working at or above the Maths standard	84%	84%	75%	74%	Sig above national
% of pupils working at the Higher Standard in Maths	47%	42%	30%	26%	Sig above national

MYTH: "My child needs to be in the highest group otherwise they won't do well."

There is no ceiling on any child's learning. 3 pupils in Group 3 achieved HS last year.

2024: 94% + 52% 2023: 85% + 44% 2022: 91% + 62%

ASSESSMENT POINTS



-End of Term Assessments

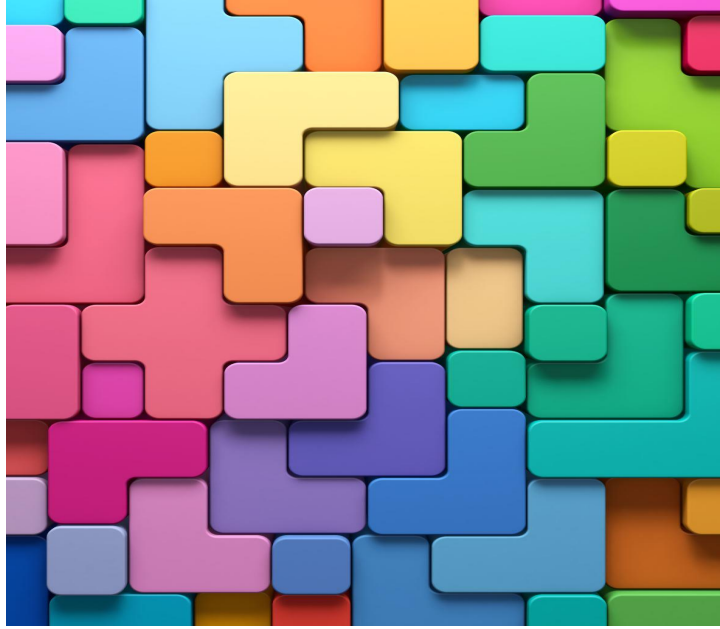
-Test includes recent and prior knowledge

-Purpose is to inform future planning

-Track Pupil Progress and Termly PP Meetings

-End of Year Attainment shared on reports

END POINTS



YR 4 Multiplication Check

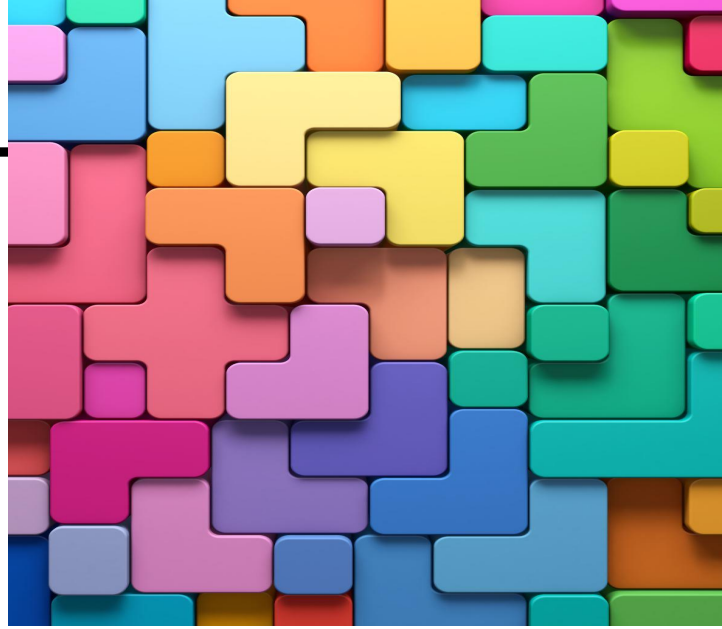
25 Randomised Times Tables

6 seconds to recall and enter answer

IMPORTANCE: UKS2 Curriculum is problem solving (with all 4 operations) heavy. In addition, Fractions, Decimals and Percentages; and Ratio and Proportion all rely on strong times tables knowledge.

Without secure grasp of times tables, access to curriculum is harder.

BHJS TIMES TABLE PROGRESSION



Year 3	**144 Level**	**Times table teaching focus (bold is new)**
Autumn term	RED	**0, 1, 2, 5, 10**
Spring Term	ORANGE	0, 1, 2, **4, 8**
Summer Term	YELLOW	0, 1 , 2, **3, 6**
Year 4		
Autumn term	GREEN	3, 4, 5, 6, 8, **12**
Spring Term	BLUE	**7**, 8, **9** ,10, **11** ,12
Summer Term	INDIGO	All 0-12

How many times tables do I need to learn?

1 times table
1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12
12 tables to learn

2 times table
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24
11 tables to learn

3 times table
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36
10 tables to learn

4 times table
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48
9 tables to learn

5 times table
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60
8 tables to learn

6 times table
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72
7 tables to learn

If you already know that 8 x 4 = 32, you also know the answer to 4 x 8.

The 1 and 10 times tables (and many of the 11 times tables) are easy to work out, so that means there are even fewer to learn!

7 times table
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84
6 tables to learn

8 times table
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96
5 tables to learn

9 times table
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108
4 tables to learn

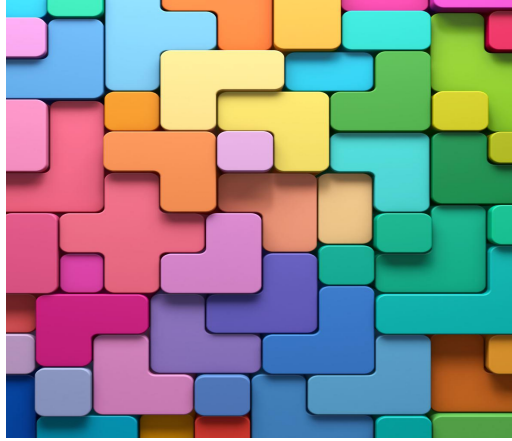
10 times table
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120
3 tables to learn

11 times table
11 x 11 = 121
12 x 11 = 132
2 tables to learn

12 times table
12 x 12 = 144
1 table

Teaching Ideas

YEAR 6 SATS



Significant End Point

Test assess whether a child is at Expected Standard

EXS needed to access KS3 curriculum

Our aim is to be Secondary Ready

It will be your child's Yr 7 Baseline used in conjunction with CAT tests

HOW CAN YOU HELP?

Ensure they have rapid recall of times tables

Support Homework

More information?

Calculation Policy on website