Maths recovery 2020 – 2021

Our long-term overview takes in to account learning objectives missed and those that need revising, within this we have referred to DfE Mathematics Guidance to ensure all prerequisites are covered during our mathematics lessons.
The use of extra tuition for year groups (starting with year 6) and discrete fluency sessions for all year groups, will also be used.
A baseline of assessment will be done within the first 2 weeks to establish areas for catch up. All years with then use the following document to Ready to Progress document below –
Mathematics guidance: key stages 1 and 2 (June 2020) alongside guidance from Mathematics consultants, who will support planning and moderation.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf

Previous Year Groups Prerequisites for Autumn Term 1

Year Group	Initial objectives to be covered in Autumn Term 1
1	Begin to develop a sense of the number systems by verbally counting forwards to 20 and beyond. Begin to experience partitioning and combining numbers within 10. Addition and subtraction within 10.
2	Know that 10 ones are equivalent to 1 ten. Know that multiplies of 10 are made up from a number of tens, for example, 50 is 5 tens. Count forwards and backwards to and from 40 (please refer to number facts sheet) Making number bonds Addition and subtraction across 10.
3	To recognise and describe patterns with more complex numbers, in particular 2,3,5,10 (Quick starter activity) Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens. Know how many tens there are in multiples of 10 up to 100. Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using partitioning. Calculate complements to 100.
4	Counting in 100s and 50s To be able to count in 4s and 8s -Understand the place value in 3-digit numbers including composing and decomposing numbers using partitioning. Know that 10 tens are equivalent to 100 and that 100 is 10 times the size of ten. Add and subtract up to three-digit numbers using columnar methods.

5	Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. Understand the inverse relationship between addition and subtraction.
6	Understand the relationship between powers of 10 from 1 hundredth to 1,000 in terms of grouping and exchange (for example, 1 is equal to 10 tenths) and in terms of scaling (for example, 1 is ten times the size of 1 tenth) Recognise the place value of each digit in numbers with units from thousands to hundredths and compose and decompose these numbers using standard and nonstandard partitioning. Understand that 2 numbers can be related additively (e.g. Holly has cycled 20km. Lola has cycled 60km. The relationship between the distances additively (Lola has cycled 40km further than Holly; Holly has cycled 40km fewer than Lola)