Maths Meeting Progression Map:

Maths Meeting should be practised daily with all the children present. In the younger years, children should sit on the carpet with a talk partner and with the older years, children should sit at their tables with a talk partner or close enough to be in a group. You need to set up a certain place in your classroom where all the children can see it and you can access it.

Have the questions written before the children come in, so they have a chance to think about them as the day goes on. Follow the same pattern each day, starting with the time/measures and place value. Set up your wall like this to help yourself.

You should ask the questions first and give the children time to talk to their talk partner/group about the answer; this shouldn't be too long. Then use lollipop sticks to pick children to answer the questions: because the children have had a chance to discuss the answer, they should have an answer. This should be an expectation.

Where there is a section highlighted orange, this is the KIRF for your year. The children should be writing these answers down as they are discussing the answer. You can then use lollipop sticks, asking the children to show you their answers on their whiteboards. You need to make sure every child is taking part when the whiteboards are being used so that the session maintains a good pace.

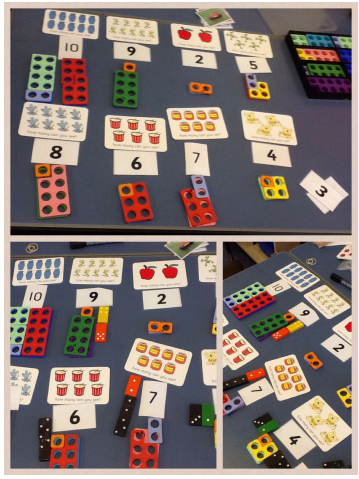
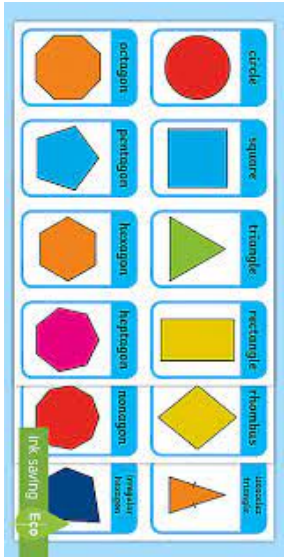
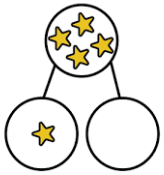
Autumn 1 is mainly recapping the content from the Maths Meetings in the previous year. You may find your class is secure in this before the end of the half term. If this is the case, then please move onto the Autumn 2 content - you can use your best judgement. Ensure the challenge is pitched appropriately for each question. Have high expectations!

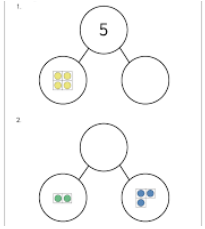
Year 4- You will still be doing the bronze, silver, gold etc. times table grid.

Reception

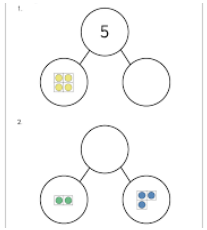
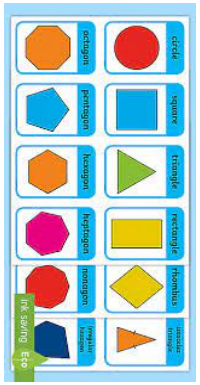
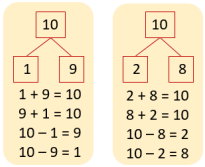
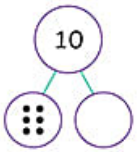
	Measures	Place value		Shape
Autumn 1	Days of the week/months/date Resource	Counting forwards and backwards to 10 ● Using a number line ● Miss a number	Counting an amount of objects ● Straws	2D Shapes ● Simples shapes

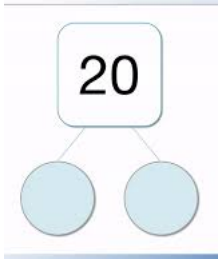
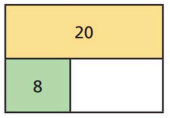
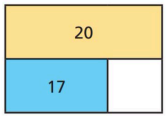
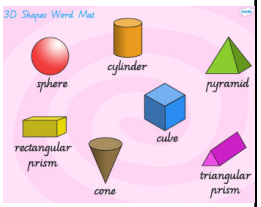
<table>
<tr>
<td>Autumn 2</td>
<td rowspan="4">ADD weather
• What is the weather doing right now
• Pictures and written down
Resource</td>
<td>MOVE ONTO Counting forwards and backwards to 20
• Using a number line
• Miss a number</td>
<td rowspan="4">• Counters
• Cubes
• Dots

Keep it simple at first and make the numbers larger as time goes on.
 
 
  </td>
<td rowspan="4">• How many sides
• Colours
• What any other examples in the room
 
</td>
</tr>
<tr>
<td>Spring 1</td>
<td>ADD Part and whole
• With objects and pictures
 
• Language you need to use- part, whole, altogether, greater, larger
• Example question- which is larger, the 4 stars or one star?</td>
</tr>
<tr>
<td>Spring 2</td>
<td></td>
</tr>
<tr>
<td>Summer 1</td>
<td>ADD Find one more or one less than the numbers upto ten
• Example question- what is one less than 4?
Compare numbers under 10
• Example question- which is larger 7 or 3?

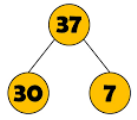
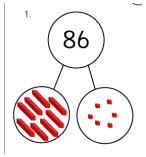
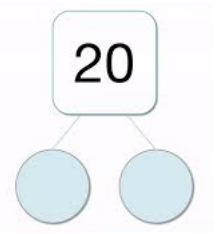
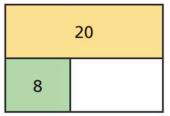
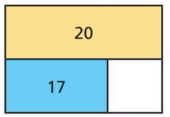
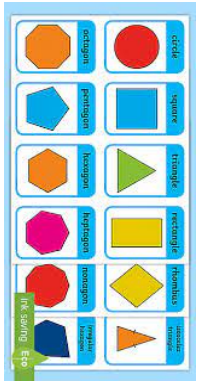
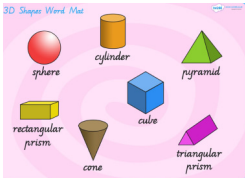
ADD Using quantities and objects, add and subtract 2 single digit numbers (count on or back to find the answer)</td>
</tr>
<tr>
<td>Summer 2</td>
<td>ADD partition 5
• With part whole model and bar model
• Resource
 
</td>
</tr>
</table>

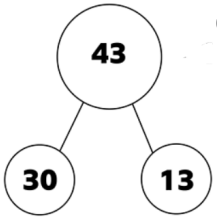
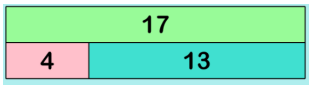
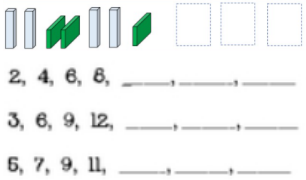
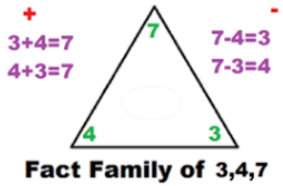
Year 1

	Time	Place value	Money	Addition and subtraction	Multiplication	Shape
Autumn 1	Days of the week/months/date weather/season • What is the weather doing right now • Pictures and written down • Resource	Counting forwards and backwards to 20 • Using a number line • Miss a number • 1 more, 1 less		Number bonds to 5 • Use pictorial • Part whole model • Resource 		2D Shapes • Simples shapes • How many sides • How many corners 
Autumn 2	ADD What will the date be tomorrow and what was it yesterday	ADD Odd and even numbers up to 10 • Have a pictorial representation • Resource	Value of 1p, 2p, 5p and 10p • Show them the coins • Features of the coin • Have more than 1 coin • **You could stick the pretend money on to the wall** • **Resource**	MOVE ONTO Number bonds to 10 • Use pictorial • Part whole model • Bar model • Resource   	Counting in 2 from 0 to 20 • On a number line Chanting ADD Double or half numbers under 10 • *What is half of 4?* • *What is double 3?* • Have a pictorial representation ready • Resource	
Spring 1	ADD What will the day be tomorrow and what was it yesterday	ADD Counting forwards and backwards to 50 • Using a number line • Miss a number • 1 more, 1 less	ADD Value of 20p, 50p, £1 and £2 • Show them the coins • Features of the coin			
Spring 2	ADD What will the month be	ADD odd and even number up to 20 or 50 if they are		ADD number bonds to 20	ADD Counting in 10s from 0 to 100	ADD 3D Shapes • Simples

	tomorrow and what was it yesterday Clock • O'clock • Analogue • Write it down • Resource	ready for it • Have a pictorial representation • Resource	• Have more than 1 coin • **You could stick the pretend money on to the wall** • **Resource**	• Use pictorial • Part whole model • Bar model • Resource   	• Use a numberline • Use base 10s	shapes • How many faces • What shapes make the faces 
Summer 1 **Summer 2**	ADD Clock • Half past • Analogue • Write it down • Resource	ADD Simple sequence with shape  • Resource				

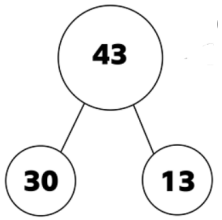
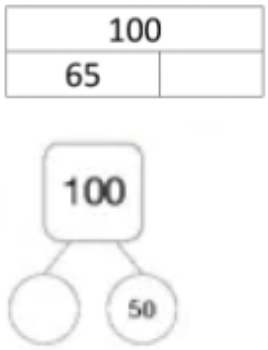
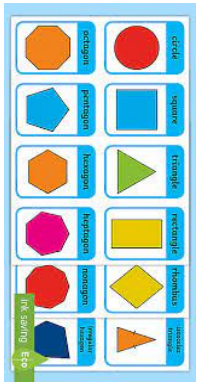
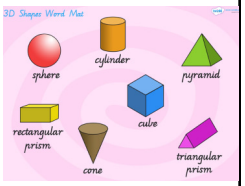
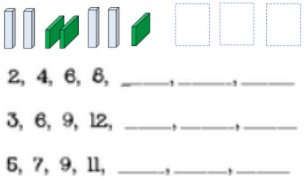
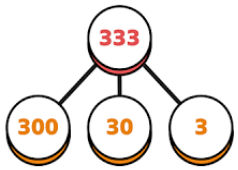
Year 2

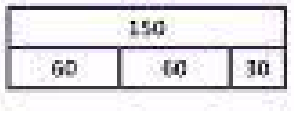
	Time	Place value	Money	Addition and subtraction	Multiplication and times tables	Shape
Autumn 1	Clock • Half past and o'clock • Analogue • Write it down • Resource	Partitioning number into tens and ones • 15= 1 ten and 5 ones • Have multiple answers • Use part whole and bar model • Use pictorial • Resource   Odd and even numbers up to 100 • Have a pictorial representation • Resource Simple sequence with shape  • Resource	Value of coins up to £2 • Show them the coins • Features of the coin • Have more than 1 coin • **You could stick the pretend money on to the wall** • Resource	number bonds to 20 • Use pictorial • Part whole model • Bar model • Resource    	Counting in 2 from 0 to 24 • On a number line • Chanting Counting in 10s from 0 upto 100 • On a number line • Chanting Double or half numbers under 10 • *What is half of 4?* • *What is double 3?* • Have a pictorial representation ready • Resource	2D and 3D shapes • Simple shapes • Sides, vertices (corners) and lines of symmetry  Or 3D Shapes • Simples shapes • Edges, vertices, faces 
Autumn 2				ADD 2 digit + 1 digit not crossing the tens barrier and 2 digit - 1 digit not crossing the tens barrier • Start with using a numberline • Move to counting out loud	ADD Counting in 5 from 0 up to 60 • On a number line • Chanting	
Spring 1	ADD Clock • Quarter past	MOVE ONTO Partition two digit numbers	ADD Value of notes up to £50			

	and to • Analogue • Write it down • Resource	• 15= 12+3 • Have multiple answers • Use part whole and bar model • Resource	• Show them the notes • Features of the coin • Have more than 1 coin • **You could stick the pretend money on to the wall** • Resource			
Spring 2	ADD Clock • 5 minute intervals • Analogue • Write it down • Resource	  More complicated sequences with shape and number  • Resource	ADD addition within 10 and related facts • Can use base 10s to explain it • Sum to work out 	Move on to a mixture of chanting and having multiplication sums up. • 2 x 4 = _____ • 5 x 7 = _____ • 4 x 10 = _____ • Can do inverse if the class is up for it.	ADD Showing turns full turn, half term , quarter turns- clockwise or anti-clockwise • Link to clock • Ask a child to show a turn • Ask children to draw the turn
Summer 1	ADD Clock • Add and subtract an hour • Add and subtract minutes (only do in multiples of 5) • *Example- What will the time be if we take off 20 minutes?* • Resource					
Summer 2						

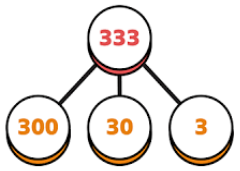
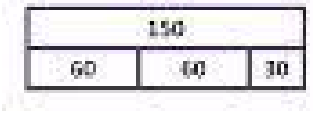
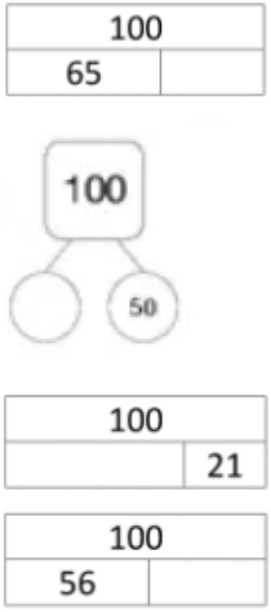
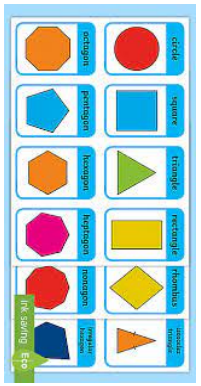
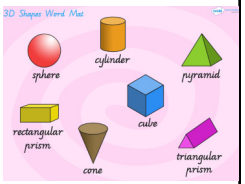
Year 3

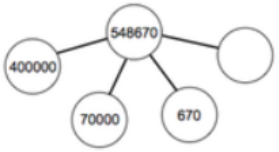
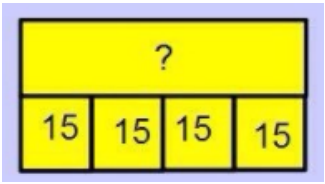
	Time	Place value	Money	Addition and subtraction	Multiplication and times tables	Shape
Autumn 1	Clock • In multiples of 5 • Start by focusing on	Partition two digit numbers • 15= 12+3 • Have multiple answers	Value of notes and coins up to £50 • Show them the	number bonds to 100 • Use pictorial • Part whole model • Bar model	2, 5 and 10 times tables • Have a mixture of questions up for the children to work out either with a partner	2D and 3D shapes • Simple shapes • Sides,

	o'clock, half past and quarter to and past • Add and subtract an hour • Add and subtract minutes (only do in multiples of 5) • *Example- What will the time be if we take off 20 minutes?* • Resource	• Use part whole and bar model • Resource  	notes • Features of the coin • Have more than 1 coin • **You could stick the pretend money on to the wall** • Ask the children to make a certain amount with the money • Show them some coins and ask them what the amount is. • Resource	• Resource 	or independently • If they are feeling confident have an inverse (missing number) sum on their • Resource • **Start with 8 questions a day**	vertices (corners) and lines of symmetry  Or 3D Shapes • Simples shapes • Edges, vertices, faces 
Autumn 2		More complicated sequences with shape and number  • Resource	ADD 2 digit + 1 digit not crossing the tens barrier and 2 digit - 1 digit crossing the tens barrier • Start with using a numberline • Move to counting out loud • Have them write it on whiteboards with a partner or independently	ADD 3 and 4 times tables • Start with chanting and counting in 3 and 4s on a numberline • Have a mixture of questions up for the children to work out either with a partner or independently • If they are feeling confident have an inverse (missing number) sum on their • Resource	
Spring 1		MOVE ONTO Partition three digit numbers • 135= 100+32+3 • Have multiple answers • Use part whole and bar model • Resource 			
Spring 2				ADD 8 times tables • Start with chanting and counting in 8s on a numberline • Have a mixture of questions up for the children to work out either with a partner or independently • If they are feeling	
Summer 1					
Summer 2					

		 10/100 more or less of that number too. ● Resource Order numbers with patterns ● Link to times tables ● Forwards and backwards ● Leave random sections blank. ● Resource			confident have an inverse (missing number) sum on their ● Resource	

Year 4

	Time	Place value	Money	Addition and subtraction	Multiplication and times tables	Shape
Autumn 1	Clock • Any time on the clock • Start by focusing 5 minute intervals • Add and subtract an hour • Add and subtract minutes (only do in multiples of 5) • *Example- What will the time be if we take off 20 minutes?* • Resource	Partition three digit numbers • 135= 100+32+3 • Have multiple answers • Use part whole and bar modell • Resource   Order numbers with patterns • Link to times tables • Forwards and backwards • Leave random sections blank. • Eventually move onto ordering fractions • Resource	Value of notes and coins up to £50 • Show them the notes • Features of the coin • Have more than 1 coin • **You could stick the pretend money on to the wall** • Ask the children to make a certain amount with the money • Show them some coins and ask them what the amount is. • Giving change • **Resource**	Number bonds to 100 • Use pictorial • Part whole model • Bar model • Resource • Move on to number bonds like 100= 42+ ___ 	2, 5, 10, 3, 4, 8 times tables • Have a mixture of questions up for the children to work out either with a partner or independently • If they are feeling confident have an inverse (missing number) sum on their • Resource • **Start with 8 questions a day**	2D and 3D shapes • Simple shapes • Sides, vertices (corners) and lines of symmetry  Or 3D Shapes • Simples shapes • Edges, vertices, faces 
Autumn 2					ADD 9, 6, 11, 7, 12 times tables • Start with chanting and counting on a numberline • Have a mixture of questions up for the children to work out either with a partner or independently • If they are feeling confident have an inverse (missing number) sum on their • Resource • **Integrate the bronze, silver, gold times table challenge**	
Spring 1		MOVE ONTO Partition four digit numbers • 1235= 100+200+20+13 • Have multiple				
Spring 2						

Summer 1 **Summer 2**		answers • Use part whole and bar model • Resource   Rounding numbers • Keep it simple with rounding to 10, 100, 1000 • Resource				

Year 5

	Time and measurements	Place value	Money	Addition and subtraction	Multiplication and times tables	Shape and position	Interpreting data	Fractions
Autumn Term	**Clock:** (O'clock, half past, quarter to) Digital and 24 hour clock	**Counting:** 'What is __ more than __' / "What is __ less than __' **Rounding:** To the nearest whole number (up to 1,000,000) and decimal numbers (to the nearest 10th and 100th) **Patterns:** Algebra and number patterns	**One and two step problems** involving money	**Number bonds:** Recap to 100 Decimals (for e.g. 0.7 + 0.3)	**Times Tables** (to 12x12)	All the properties of **2d and 3d shapes** **Movement / directions:** Quarter turns / half turns	**Interpret** information in tables and timetables	**Fractions of an object**
Spring Term				MOVE ONTO **Add and subtract** numbers mentally with increasingly larger numbers	MOVE ONTO Prime, factors, squares and cubes			MOVE ONTO Converting between improper fractions and mixed numbers
Summer Term	MOVE ONTO **Measures:** Conversions			MOVE ONTO **Roman numerals** Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	MOVE ONTO Prime, factors, squares and cubes			MOVE ONTO Converting between fractions, decimals and percentages

Year 6

Teach all elements in the Autumn Term, then repeat throughout the academic year

Objective	Examples of questions	Objective	Examples of questions
Adding	83 + 592 = 60 + 1000 = 908 + 2764 = ------- = 5000 + 75 ------- = 7639 + 68 ------- = 6500 + 800 ------- - 30 = 398 ------- - 100 = 2059 968 = 900 + --------- + 8 6,040,030 = 6,000,000 + ---------- = 30	Short multiplication	9 x 51 876 x 0 4 x 73 4 x 5 x 10 7 x 44 267 x 3
Subtraction	765 - 80 = 5814 - 735 = 8073 - 603 = ------- = 4629 - 548 ------- = 79 - 48 804 - ---------- = 768 ------- + 87 = 451	Long multiplication	40 x 50 864 x 36 684 x 23 6397 x 76 3765 x 42
Short division	54 / 9 186 / 3 288 / 3 112 / 7 504 / 6 806 / 1 467 / 1 6300 / 9	Adding decimal numbers	46.29 + 32.8 6.77 + 4.147 3.6 + 4.027
Long division	75 / 15 168 / 12 816 / 17 1254 / 11 121 / 11 660 / 44 1036 / 37	Subtracting decimal numbers from a whole number	28.65 - 13.77 47.8 - 16.562 20 - 6.7 8 - 4.86 7 - 6.963 6 - 2.54 9 - 3.8

	2166 / 57 8084 / 86 9016 / 98		
Working out percentages of amounts - 10%	20% of 3200 40% of 4800	Multiplying and dividing by 10, 100, 1000	3648 x 1000 34.67 x 10 202 x 1000 4.678 x 100 0.8 / 100 0.3 / 100 0.08 / 10 3.45 / 1000
Working out percentages of amounts - 5%	45% of 420 55% of 640 15% x 2000	Calculating square numbers	5 squared + 20
Working out percentages of amounts - 1% including %s up to 10%	7% of 600 61% of 800 46% of 550 99% of 400 26% of 850	Calculating cubed numbers	3 cubed 2 cubed + 87
Adding simple fractions	4/8 + ⅜ 67/150 - 32/150	Subtracting fractions from a whole number	10 - ¼ 2 - ½
Subtracting simple fractions	7/11 - 3/11 85/100 - 25/100	Turning mixed numbers into improper fractions	2 and ⅓ 1 and ½ 1 and ¾ 1 and 1/20 1 and 4/7 1 and ⅕ 2 and 1/10 2 and ½
Dividing fractions	¼ / 3 ⅗ / 4 6/8 / 2 ⅔ / 5	Fraction problems – Finding the common denominator / turning mixed numbers into improper fractions in order to then +/-/divide/x	⅖ + 4/6 ½ + 1/7 7/9 - ⅕ 4/6 + 4/18 ¾ - 2/8 2/7 - 1/9

			1 and ⅗ + 2/5 1 and 4/7 - 3/7 1 and ⅕ + 2 and 2/10 2 and 2/4 - ¾ 1 and 1/15 - ⅔ 2 and ⅔ + 4/6 4 and 3/4 - 2 5/7 2/4 + ⅖ + 2/10
Multiplying fractions	⅝ x ⅖ ⅔ x 4/7	Multiplying decimal numbers	0.4 x 38 4.9 x 40 0.8 x 300 6.7 x 40
Finding a fraction of an amount	¾ of 1000 ⅝ of 540	BODMAS	8 squared - 40 / 8 60 + (49 / 7) 80 / (48 - 38)
Multiplying a mixed number by a whole number	2 ½ x 60 1 ¾ x 40 1 ½ x 54		