



Trinity Maths Curriculum 2025/26

How we organise and sequence our maths learning: Our maths curriculum has breadth and will often exceed what is expected in the national curriculum.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division				
Spring	Number: Multiplication and Division		Measurement: Money	Statistics	Measurement: Length and Perimeter			Number: Fractions	Consolidation			
Summer	Number: Fractions		Measurement: Time		Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation		

Long-term planning

We use unit planning.

The White Rose schemes of learning are adapted to meet the needs of our children.

Unit planning

For each unit, year groups use small steps set out on White Rose. Using their professional judgement and knowledge, teachers adapt and annotate the schemes of work for each block to meet the needs of their class. During the teaching of these units, teachers are encouraged to use formative assessment to adapt the sequencing of these lessons if required.

Year 4 | Autumn term | Block 1 - Place value | Step 1

Represent numbers to 1,000

Notes and guidance

Children learned how to represent numbers to 1,000 in Year 3 – a concept that will be reinforced in this small step to ensure they have a solid understanding. This understanding will be important later in the block, as children begin to explore numbers over 1,000.

Examples have been chosen to ensure that children look at representing and interpreting numbers that have no tens or no ones, to reinforce the idea of using zero as a placeholder. Some 10 and place value counters are used throughout. Base 10 can help children understand the role of 0 in numbers, as place value counters are more efficient later in the block, when working with 4-digit numbers.

Things to look out for

- Children may write numbers incorrectly, for example 421 as 40201.
- Children may not understand the place value of each digit in a number.
- Children may not use placeholders appropriately.
- Children may not recognise the value of a place value counter correctly, because different place value counters are identical in size.

Key questions

- What is the value of each base 10 place?
- What is the value of each place value counter?
- How did you count the pieces?
- Does the order in which you build the number matter?
- Can you represent the number another way?
- What do you do if there are no tens?

Possible sentence stems

- There are hundreds, tens and ones. The number is
- When a number has no, then we use as a placeholder.

National Curriculum links

- Read and write numbers up to 1,000 in numerals and words (1N1)
- Identify, represent and estimate numbers using different representations

Skill: Add 1-digit numbers within 10

Year: 1

When adding numbers to 10, children can explore both aggregation and augmentation.

The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation.

The combination bar model, ten frame, bead string and number track all support augmentation.

Teaching and Modeling

The Concrete, Pictorial, Abstract approach (CPA) is at the core of our teaching to develop a deep and sustainable understanding of maths in pupils.

The value of discussion is recognised and encouraged with teachers carefully planning this into their sessions.

When modelling processes and thinking, teachers use paired worked examples effectively.

See our [Calculation Policy](#)

Represent it! Calculate it! Check it! - Our approach to problem solving.

Children learn how to represent problems using concrete resources and pictorials such as bar models. These representations help them to understand the problem and decide on the calculation/s they need to carry out. They then put their answer back into their representation and use strategies such as inverse operations to check.

EYFS

The EYFS LTP is based on the current research and guidance from a number of sources including: the NCETM's 6 key areas of EYFS Maths (*Counting and cardinality (the 5ness of 5)*, *composition (What is inside 5?)*, *comparison (vital before calculating)* and *change, pattern, shape and spaces and measures*), White Rose (*including the 5 key areas for counting*), Gareth Metcalfe (*I see Maths*) and Number Sense.

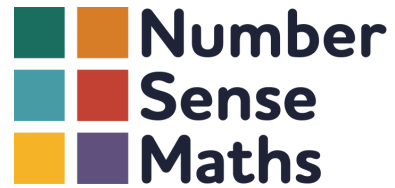


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Number Sense Maths

We deliver daily number sense sessions in Early Years and daily number facts sessions in Key Stage 1 and beyond through the Number Sense Maths.

Number Sense Maths enables children to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts.



Year 6
Week 3 – Day 1

Daily Arithmetic

A. $8,874 \times ? = 8,874$	B. $1,518 \div 6 =$
C. $87.3 \div 10 =$	D. $41 + 30 =$
E. $83,328 - 76,397 =$	

This time gives pupils the chance to overlearn key skills which should become part of their long-term knowledge in the style of a low stakes quiz.

Retrieval

Recall is an important aspect of our maths curriculum and we use Flashback 4 as a resource to do this.

Flashback 4 is a series of quick questions covering something from the previous lesson, last week and then topics from earlier in the year – maybe even last year!

Reasoning & Problem Solving

Reasoning and Problem Solving opportunities are woven into all maths lessons. This takes the form of whole class discussions and is evident in practice tasks. We use resources such as 'I see reasoning', 'Convince me' cards and 'Rapid Reasoning'.

Flashback 4 Year 3 | Week 7 | Day 1

1) How many tens are there in 100? **10 tens**

2) How many visitors were there all weekend?

Day	Number of visitors
Saturday	493
Sunday	403

906 visitors

3) Find the difference between £4 and 42p and £2 and 50p
£1 and 92p

4) What is 8×6 ? **48**

Q1 Look at the number sentences below.

$370 + \square = 770$
 $531 + \square = 571$
 $623 + \square = 627$

Q2 Complete the three missing numbers.

Q3 Add the three missing numbers together. What is their total?

Q4 Tick the statement(s) that describes these calculations.

BOTH calculations are correct. ☐
Calculation A is incorrect. ☐
Calculation B is incorrect. ☐

Q5 Show two ways to make £1 using these amounts.

64p 56p 46p 14p 40p

Q6 A: $\begin{array}{r} 649 \\ + 215 \\ \hline 864 \end{array}$ B: $\begin{array}{r} 573 \\ + 296 \\ \hline 869 \end{array}$



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Lesson Structures

KS1				
Number Sense	Retrieval - Flashback 4 WR	New Learning	Hinge question	Practice Group and individual work
15 minutes	10 minutes	Approx - 40 minutes		
Year 3 - Follow KS1 structure until the end of Term 3 - Review.				
KS2				
Daily Arithmetic	Retrieval - Flashback 4 WR	New Learning	Hinge question	Practice Group and individual work
10 minutes	10 minutes	Approx - 40 minutes		

Learning Journeys - [See Guidance](#)

The ideas for our independent practice activities (learning journeys) are based upon the work of Emma McCrea from the book *Making Every Maths Lesson Count*, and *Make It Stick: The Science of Successful Learning* by Peter C Brown, Henry L Roediger and Mark A Mcdaniel.

Our goal with practice is for students to achieve fluency by maximising depth and longevity, so they are able to calculate **accurately** (find correct solutions), **efficiently** (using the correct strategies) and **flexibly** (adapting strategy and transferring across contexts).

By depth, we mean that students move beyond procedures, building conceptual understanding and making links between mathematical concepts. If we can enable them to do this, they will be better able to reason and solve problems.

Teachers plan one main 'Learning Journey' for the majority of the class. There is then an activity planned for those who can't yet access the main journey due to a gap in understanding and an extension for those that are ready to go to a greater depth. Within this practice, we also use deliberate interruptions to boost longevity of learning by causing the children to retrieve within the practice session itself.

Feedback

Rationale

It is only when children make mistakes that learning becomes possible. The key purpose of feedback and marking is to promote learning. Feedback is an integral part of our assessment procedures. It enables us to: Use (errors) mistakes as a learning opportunity; Challenge and deepen our mathematical thinking and understanding; Celebrate different methods; Inform planning and teaching next steps

Feedback Procedures

- Indicate with support or independent work
- All teachers go through any independent practice with the children during that lesson using purple pen
- LO and SC to be referred to at the beginning and end of every lesson



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Consolidating Factual Fluency - Times Tables Plan

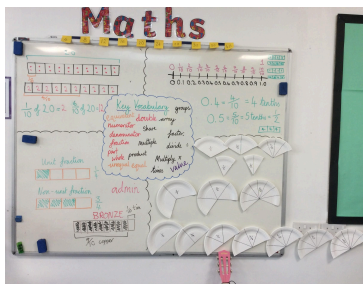


The children can consolidate their understanding and factual fluency through Numbots, both at home and at school. All children in the school have access to this highly engaging platform.

Times Tables Rockstars is a platform all children can use in KS2 to further develop their speedy recall of multiplication and division facts. We also use Times Tables Rockstars to monitor and track factual fluency of multiplication and division facts.

Supporting children working significantly below

Our summative assessments help teachers identify children who are working significantly below ARE. These children then have tailored support and scaffolding within sessions.



Working Walls

Working walls share key vocabulary and are a reference for recent and current concepts taught. They should include clear representations and models as well as key sentence stems.