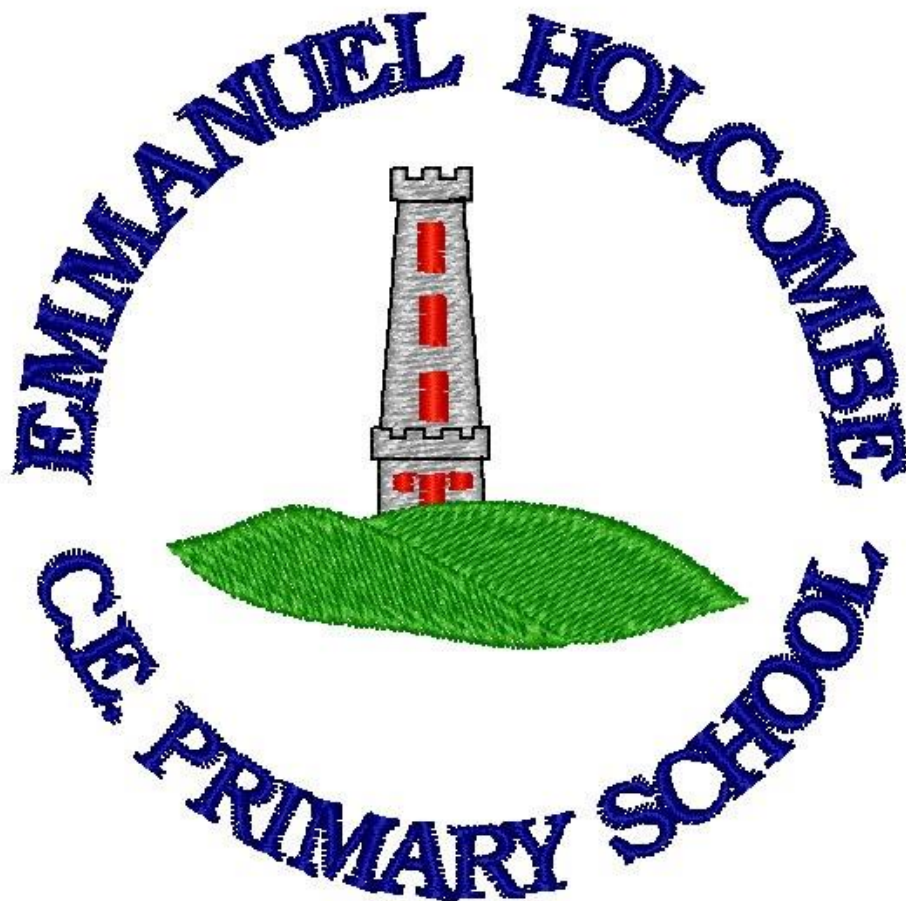


Emmanuel Holcombe CE Primary School

Fluency Long Term Plan



Guidance and principles

Mainly KS1 but could apply to all.

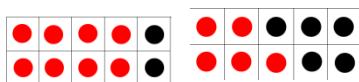
Use lots of concrete manipulatives to introduce these facts, counters, straws. Base 10 etc.

Also use:

10's frames

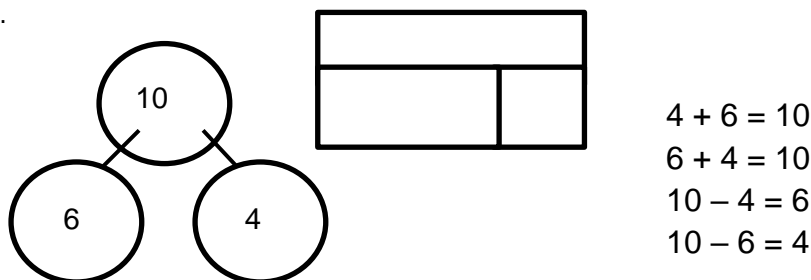
These should be used a lot to embed concept addition and subtraction.

Eg. Number bonds, chn can use different coloured counters. Also these can be displayed on whiteboard. Numerals should be introduced alongside these images.



Part-part whole model and bar model

These models/methods of recording should be used interchangeably and also alongside writing straightforward number sentences.



$$4 + 6 = 10$$

$$6 + 4 = 10$$

$$10 - 4 = 6$$

$$10 - 6 = 4$$

All classes

- Introduce the basic facts and teach strategies for calculating and remembering them.
- Use lots of models and images so that the facts are not just abstract.
- Allow time for children to practice and memorise facts.
- Make parents aware of the half termly focus and facts their children are expected to learn.

- Test weekly – building up skills ie.
For example:
Week 1 – Test 'root facts'
Week 2 – Test 'root facts' mixed up so no longer relying on patterns
Week 3 – Test 'root facts' and any linked facts
Week 4 – Introduce tougher time restraints to encourage rapid recall (where appropriate)
Week 5 – Missing number questions Etc.

Assessment

At the end of a half term assess children's attainment against fluency focus

Working below – unable to recall any facts or use any strategies

Working towards – can recall most basic / root facts

Working at – can recall basic facts, related number facts and missing number problems

Working at greater depth – can use facts fluently and conjecture about other linked facts

Pre-School

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts
Counting confidently forwards to 5.	Show number on their fingers to 5.	Counting confidently forwards and backwards to 5.	Count objects, sounds or actions up to 5. e.g. Count the amount of times a person skips, or claps, etc.	Be able to identify the number of objects up to 3, without having to count them.	Be able to match the numbers 1 to 5 with their numeral.

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts
Counting confidently forwards and backwards to 5.	Counting Confidently forwards and backwards to 10.	Counting forwards and backwards to 20	Number Bonds to 10	Doubles facts to 10.	Odd and Even Numbers to 10.

Year 1 & 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Addition & Subtraction</i>	Addition & Subtraction	Number Bonds	Multiplication	Division	Adding and subtracting multiples of 10.
Addition and subtraction facts of numbers up to 10, using fact families.	Addition and subtraction facts that cross 10	Number bonds to 20 addition and subtraction facts. Doubles, Near doubles.	2, 5 & 10 times tables. 3 times tables.	Division facts for 2,5 & 10 times tables 3 times tables.	Adding and subtracting two multiples of 10, 100, Adding multiples of 10 or 100 to a single digit number.

Year 3 & 4

All multiplication tables and related division facts to be taught 3 days of the week, target these objectives for the other 2 days.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Addition and subtraction facts	Addition Facts	Subtraction facts	Square Numbers	Multiplication Facts	Division facts
<i>Number bonds to 100 and the inverse subtraction facts.</i>	Addition of 2 digit and 2 digit numbers using a mental method.	Subtracting a 2 digit number from a 2 digit number using a mental method.	1x1 2x2 3x3 4x4 5x5 6x6 7x7 8x8 9x9 10x10 11x11 12x12	Multiplying a number by 10, 100, 1000	Dividing up to 4 digit numbers by 10, 100, 1000

Year 5 & 6

Following the my mini math program.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p>Multiplication of 3 single digit numbers. 4 x 5 x 6</p> <p>Addition of a 3 digit and a 4 digit number.</p> <p>Adding 2 fractions</p> <p>Multiplication of a 3 digit numbers by a 1.</p> <p>Inverse operations up to 3 digits.</p> <p>Addition of a decimal with 1dp and 2 dp.</p>	<p>Partitioning a 6 digit number.</p> <p>Multiplying a 1 digit number by a 2 digit number.</p> <p>Division Facts up to 12 x 12.</p> <p>Multiplying a 3 digit number by a 1 digit number.</p> <p>Subtracting a 3 digit number from a 4 digit number.</p> <p>Subtracting a fraction from a single digit mixed number.</p> <p>Inverse operations up to 4 digits.</p>	<p>Adding with brackets.</p> <p>Multiplying 2 unit fractions.</p> <p>Division of a 3 digit number by a 2 digit number.</p> <p>Multiplication of 2 multiples of 10. E.g. 30 x 50</p> <p>Dividing a 3 digit number by a 1 digit number.</p> <p>Dividing a decimal by 100. e.g. 0.2 divided by 100</p> <p>Multiplying a 2 digit number by 10.</p>	<p>Multiplying a single digit number by a number with 2 decimal places.</p> <p>Dividing a 4 digit number by a 2 digit number.</p> <p>Squared numbers</p> <p>Adding 2 mixed numbers.</p> <p>Subtracting 2 fractions with different denominators.</p> <p>Subtracting a mixed number from a whole number.</p> <p>Multiplying a 2 digit number by a single digit number with 1 decimal place.</p>	<p>Multiplying a single digit number with 1 decimal place by a multiple of 10.</p> <p>Adding 3 unit fractions.</p> <p>Dividing a unit fraction by a single digit number.</p> <p>Multiplying 0.5 by a 2 digit number.</p> <p>Finding a percentage of a 3 digit number.</p> <p>Adding a mixed number and a fraction with different denominators.</p>	<p>Multiplying a fraction by a 3 digit number.</p> <p>Finding a percentage of a multiple of 100.</p> <p>Subtracting two fractions with different denominators.</p> <p>Multiplying a decimal by a multiple of 100.</p> <p>Finding a percentage of a 4 digit number.</p> <p>Multiplying a mixed number by a multiple of 10.</p> <p>Dividing a 4 digit number by a 2 digit number.</p>

