

I am a mathematician...

I am a mathematician. I begin my mathematical journey through play-based learning and purposeful exploration of shape and number. I explore a wide range of representations and manipulatives, making connections which will enhance my understanding. I recognise how my mathematical skills can help me in the real world. Every maths lesson will be an opportunity to build on my previous knowledge in small steps, using what I already know to make links to new learning. I enjoy working collaboratively and understand that there is more than one way to find an answer. I use rich mathematical vocabulary to explore and explain my thinking and work systematically to find patterns. I learn to use efficient methods and develop fluency in number facts and my conceptual understanding in tandem because each supports the development of the other. I am resilient and feel safe in the knowledge that I can learn from my mistakes and my successes. I reflect upon what worked well and how I can do even better next time.

The rights of the mathematician

1. The right to enjoy mathematics
2. The right to have interests and preferences
3. The right to make jottings, drawings and working out
4. The right to use our own methods and approaches
5. The right to use manipulatives and resources
6. The right to reason, to talk about maths and be listened to
7. The right to make mistakes
8. The right to estimate, to guess and to conjecture
9. The right to ponder and take time
10. The right to be playful

Gripton, C. (2020)



Mathematics curriculum expectations

Teaching for Mastery

The CLF Mathematics curriculum is rooted in the belief that all children are capable mathematicians and a meticulous focus on closing the disadvantage gap. Cabot Learning Federation, through close collaboration with the Boolean Maths Hub, ensures that the following underpinning principles are prevalent in every lesson, ensuring that learners all develop their learning in small steps, with a depth of understanding. The **Juniper Report (2022) highlighted that post-COVID, Maths is the subject for which the gap between disadvantaged children and their peers has widened the most between 2019 and 2021.** The CLF curriculum provides high aspirations for all, with a specific focus on supporting the most disadvantaged children to make accelerated progress.

The NCETM Underpinning principles of Teaching for Mastery (NCETM, 2022):

- Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.
- Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.
- Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.
- Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.

Lesson design

- Lesson design links to prior learning to ensure all can access the new learning and identifies carefully sequenced steps in progression to build secure understanding.
- Examples, representations and models are carefully selected to expose the structure of mathematical concepts and emphasise connections, enabling pupils to develop a deep knowledge of mathematics.
- Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- It is recognised that practice is a vital part of learning, but the practice must be designed to both reinforce pupils' procedural fluency and develop their conceptual understanding.

In the classroom

- Pupils are taught through whole-class interactive teaching, enabling all to master the concepts necessary for the next part of the curriculum sequence.
- In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, enabling pupils to think, reason and apply their knowledge to solve problems.
- Use of precise mathematical language enables all pupils to communicate their reasoning and thinking effectively.
- If a pupil fails to grasp a concept or procedure, this is identified quickly, and gaps in understanding are addressed systematically to prevent them falling behind.
- Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning.
- Key number facts are learnt to automaticity, and other key mathematical facts are learned deeply and practised regularly, to avoid cognitive overload in working memory and enable pupils to focus on new learning.

The **5 Big Ideas of Teaching for Mastery** are the foundation of lesson design:

Coherence

Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply and communicate in a range of contexts.

Representation and Structure

Teachers carefully select representations of mathematics to expose mathematical structure. The intention is to support pupils in ‘seeing’ the mathematics, rather than using the representation as a tool to ‘do’ the mathematics. These representations become mental images that students can use to think about and discuss mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.

Mathematical Thinking

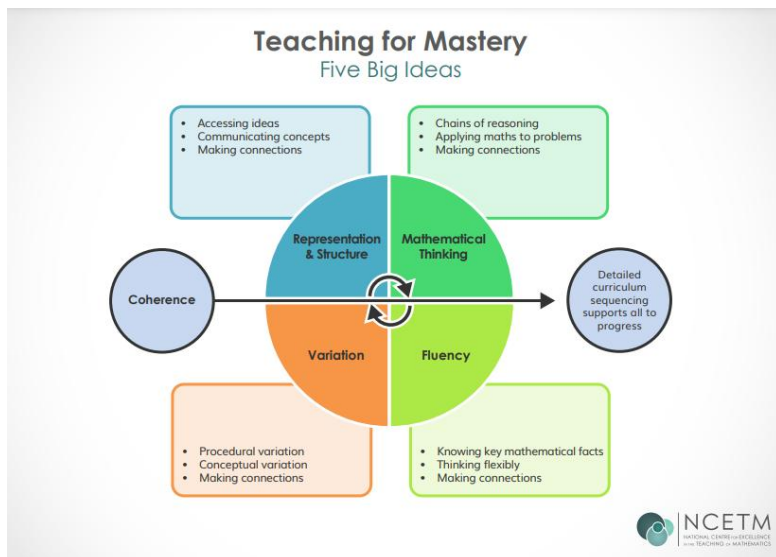
Mathematical Thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, discussing and communicating their ideas using precise mathematical language.

Fluency

Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems, but fluency demands more than this. It requires pupils to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, to explain their ideas and to choose appropriate methods and strategies to solve problems.

“We consider someone to be fluent in a technique, procedure, idea, concept or facts at the point at which they no longer need to give it attention.”

McCourt, 2019



Variation

The purpose of variation is to draw closer attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant. Through variation the teacher focuses thinking and discussion on the key feature in question.

- Conceptual variation involves varying how a concept is represented to draw attention to critical features. Often more than one representation is required to look at the concept from different perspectives and gain comprehensive knowledge.
- Procedural variation considers how the student will 'proceed' through a learning sequence. Purposeful changes are made in order that pupils' attention is drawn to key features of the mathematics, scaffolding students' thinking to enable them to reason logically and make connections

Oracy

Spoken language

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

National curriculum (2014)

As the above excerpt from the Mathematics Programme of Study indicates, discussion is key to learning mathematics through reasoning and negotiating meaning. It provides opportunities for all learners to develop shared understanding of mathematical concepts and should be the primary mode for learning in every maths lesson, including paired, small group and whole class talk – led and facilitated by adults but where all learners are actively making sense of ideas for themselves.

As well as these pedagogical arguments in favour of oracy, it is also a key pillar of the CLF Disadvantage strategy; learners who are experiencing (or have previously experienced) disadvantage are likely to need additional support in developing language and the self-confidence that comes through having a voice and feeling valued. Oracy strategies that a) support vocabulary development, b) scaffold mathematical talk and c) value all learner's contributions are key to tackling some of the debilitating effects of disadvantage on both wellbeing and attainment.

To use mathematical talk for formative assessment and to support development of understanding, it is essential that all learners feel welcome to contribute ideas, whether they match the majority of the class or not. Questions should be phrased openly where possible, teachers should avoid evaluating responses and always seek alternative views, encouraging learners to use examples and mathematical justifications to understand what is correct (i.e. not relying on the teacher's evaluation). This will enable misconceptions to be uncovered and addressed and support all learners to reason and to understand the maths for themselves.

In maths lessons, children are supported to articulate their ideas through the use of stem sentences, both verbal and written. Child-friendly vocabulary is used consistently from Reception-Year 6 to ensure that definitions and key concepts are built upon systematically.

Mathematical content

The mathematical content of the curriculum reflects the 2021 Early Years Foundation Stage and the 2014 national curriculum programmes of study (PoS).

Early Years

- Early Years teachers work within the EYFS framework, which has its own exemplification (Development Matters and/or Birth to 5 Matters) and assessment arrangements. To meet the Maths ELGs (*which do not constitute the full educational programme for maths – see next two bullet points*) Reception teachers implement Mastering Number or Number Sense maths programmes (more detail in the [Factual Fluency](#) section), which align to our curriculum and approach for factual fluency in KS1. This teacher-led learning constitutes only a small part of Reception maths learning, which takes place primarily in the wider provision.
- It is strongly suggested that Reception teachers give additional emphasis to spatial reasoning (including shape, space and measure) since there are extremely strong correlations between spatial ability (which is trainable with lasting effects) and later achievement in maths. [The Early Childhood Maths Group](#) suggests a learning trajectory for spatial reasoning and provides a toolkit to support teachers.
- Pattern is the remaining content area in EYFS maths and is the basis for all future mathematical thinking that focuses on mathematical structure and concepts, including algebraic thinking. EYFS practitioners will find useful advice and activities in this book: "[The Power of Pattern](#)".

Primary

- At primary, the **DfE/NCETM non-statutory guidance (Ready to Progress criteria, 2020)** indicates a sensible prioritisation of mathematical content, which is exemplified and sequenced through the **NCETM Curriculum Prioritisation** materials.
- Based on sound pedagogical reasons, some of the prioritised content is introduced later than in the national curriculum PoS, to create a more coherent conceptual journey (see [this file](#) for summary of moved content). From 2023/24, this will no longer cause difficulties in relation to national assessments since content is covered by the end of Year 6 (KS1 SATs and the interim Teacher Assessment Framework are no longer statutory).
- In Years 1 to 4, **it is strongly suggested that teachers adhere to the Curriculum Prioritisation overviews and teach the provided content with as much fidelity as possible** – with the caveat that Year 3 and 4 learners may have a number of gaps from EYFS or KS1, when this content was not available.
- In Years 5 and 6, most teachers will find the planning resources useful but it will be challenging to adhere to the yearly overview and teach all the provided content – most learners are likely to have too many gaps in prior learning to be able to cover the proposed content in full. Where this is the case, teachers should specifically prioritise the Ready to Progress content as the best way of preparing learners for the following year.
- Curriculum Prioritisation unit overviews may be helpful in suggesting sequence and progression, even if teachers do not use the teaching materials.

The **suggested** yearly overviews (long term plans) for single year group cohorts for Reception to Year 6 can be found in Appendix B – a separate powerpoint file; they provide *guidance* on sequencing and time allocation for Mastering Number (Reception) and Curriculum Prioritisation units (Y1-6).

We have adopted two early number programmes (NCETM Mastering Number and Number Sense Maths) which are used for quality first teaching (i.e. only by the class teacher) in Reception, Year 1 and Year 2. Both programmes build on the core skill of subitising to develop a deep knowledge of the composition of numbers to 10, from which all future addition and subtraction calculations will be derived.

In Year 1 and Year 2, both programmes are intended for teaching a **daily** (4 or 5 days a week), whole-class 15-minute session, **separate to the main maths lesson**. Both programmes intend to ensure that all learners will develop factual fluency in addition and subtraction facts up to 20 by Year 3. Both programmes complement the planned content in Years 1-3 of our curriculum.

In addition, Number Sense Maths is adaptable to use for early number intervention in KS2 and is strongly recommended to support the many learners with gaps following pandemic disruption to their KS1 maths learning. Mastering Number is suitable to use as a whole-cohort intervention in Year 3 (using the Year 2 materials).

“Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies” EEF Guidance report, 2022

To ensure that all pupils are equipped for success in automatic retrieval of multiplication and division facts, all schools have access to the 'Ashley Down Times Tables' resources, which are a free, fully resourced times tables scheme of work. Daily practice of these resources in Years 3 and 4, and weekly consolidation lessons in Year 5 and 6, leads to fluency in multiplication and division facts and an understanding of multiplicative relationships. The programme is based on understanding and recall of these 36 key facts and using them to know commutative multiplication and inverse division facts.

$2 \times 2 = 4$									
$3 \times 2 = 6$	$3 \times 3 = 9$								
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$							
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$						
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$					
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$				
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$			
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$		

Assessment

The main purpose of most assessment activities is to identify next steps for learners to develop all aspects of their mathematical proficiency. Therefore, the majority of assessment must be formative and ongoing. The different expectations in the statutory frameworks (EYFS vs. national curriculum) lead to different approaches for assessment, although the whole child perspective from Early Years is one that we are now increasingly taking account of in primary.

Early Years

When assessing children's maths in the Early Years, it is important we take time to get to know them as learners and as mathematicians. What do they already know? What skills do they already have? How do they approach problems and what mathematical attributes do they possess? This is important in any age group, but especially with our youngest learners. Take time to observe their play; what spontaneous mathematical language are they using? Can they notice patterns? Do they have a sense of spatial awareness?

The characteristics of effective learning are fundamental to assessing young learners' mathematics. As well as the knowledge and skills we want children to develop, building mathematical resilience, an inquisitive mind and 'willingness to have a go' – key habits of mind for mathematicians. Most importantly, the focus needs to be on **what learning you see embedded in their play**, rather than what they can recall in a formal situation.

[Appendix C – Part 1](#) contains further guidance and some *indicative* milestones for maths in Nursery and Reception.

Primary

As in Early Years, understanding what children already know and can do is key. Teachers should use **pre-planning, pre-teaching assessment materials** (clearly labelled in the maths curriculum folder for each year group) to decide if learners are ready for age-related content or require pre-teaching of earlier content.

Daily teaching incorporates assessment for learning; in line with our curriculum expectations, we assess content knowledge *through application* with social-emotional learning skills and the mathematical processes. Whole-class talk, tasks and activities (whether paired, group or independent) must require thought from learners and create challenge (even struggle) to provide holistic assessment information, whilst supporting development of understanding. Daily reasoning activities will provide opportunities for developing and assessing reasoning with content and there are many examples in the materials. Teachers can create their own using the reSolve prompts / question stems (see next paragraph). For the RtP criteria that form part of our DOOYA expectations, there are suggested activities with exemplification to assist teachers in teaching and ongoing formative assessment ("**Formative assessment of RtP criteria**" which are clearly labelled in the maths curriculum folder for each year group).

Assessing whether learners are working at age-related expectations throughout the year should be based on an aggregation of ongoing formative assessments based on their confidence and success as they work through the curriculum. As well as monitoring discussion, work completed during whole-class teaching and learners' independent work, it is important to assess whether content has been understood and long-term learnt by conducting

assessment after some time has passed (1-2 weeks). **Post-teach assessment materials** are clearly labelled in the maths curriculum folder for each year group and these can be used in a variety of ways (i.e. they do not have to be printed and administered as a test) to check for progress and understanding.

Teachers might use low-stakes summative assessments at various intervals to check for recall and accuracy of appropriate facts and skills. While these may inform aspects of teaching (and there is evidence that they may support retention), they cannot inform holistic assessment of mathematicians, since this requires the use of rich tasks that engage social-emotional learning skills and mathematical processes. Standardised assessments can only capture narrow assessment information and should only form a small part of teacher judgements, compared to formative data from day-to-day learning. Therefore, **use of timed, summative assessments should be balanced against our curriculum expectations that aims for all learners to achieve the three aims of the national curriculum and attain mathematical proficiency**. DOOYA judgements should not be based on (mainly or primarily) standardised assessments in Y1-Y5.

Expectations for learners participating in national assessments (Y4 MTC and KS2 SATs) and for teachers providing teacher assessment judgements will continue to be set by the Standards and Testing Agency and aspects of our Trust-wide work will provide support for these.

CLF Primary Mathematics Big Ideas

“Close examination of lesson planning and teachers’ thoughts about lesson planning in education systems where pupils do well reveal an intense focus on underlying knowledge structures and connections rather than the surface coherence of activities and teaching. This means that teachers are planning for what pupils will be thinking about or with, not what they will be ‘doing’.”

OFSTED Research Review Series: Mathematics (2021)

To support teachers and learners in making connections to core mathematical structures and seeing mathematics as a connected whole, rather than a series of disparate parts, we have identified **Big Ideas** (key concepts) in mathematics, defining and describing them. Subject knowledge input and subject leader support for teachers should aim to draw attention to and exemplify these Big Ideas to enable teachers to make connections between related concepts in their teaching. Bitesize SKTM videos are available (speak to your subject leader) to support with many of the Big Ideas, highlighted according to the following key on the following pages: **Early Number highlighted in blue** **Additive reasoning highlighted in red** **Multiplicative reasoning highlighted in green**

Number: cardinality (including subitising and counting) – understanding that each numeral represents a quantity. Counting (using one-to-one correspondence) is one way of *enumerating* – establishing how many things are in a set – because the last number you say when you have counted them all correctly is the *cardinal value* of the set. However, we have an innate ability to subitise (recognise how many without counting) small quantities and this is the basis for developing early understanding of number through linking quantity, numeral and number name.

Number: composition (including conceptual subitising) – understanding that one quantity can be made up from (composed from) two or more smaller quantities. Learning to ‘see’ a whole number and its parts at the same time is a key development in number understanding and starts with noticing smaller parts within wholes of up to five. Deep understanding of the composition of quantities to ten is the conceptual basis for the additive relationship (see below).

Number: comparison (including comparison of quantities and position in the linear number system) – knowing which numbers are worth more or less than each other. Starting with comparing sets of objects, as learners’ understanding of cardinality develops, they are able to compare abstract numbers and to understand their relative positions in a linear number system. Comparison and equivalence extend to more abstract mathematical ideas in later years.

Number: estimation – building on the innate ability to perceive differences in quantity (Approximate Number System), learners develop an increasingly accurate approximate sense of magnitude.

Number: place value – Understanding that our number system uses ten digits (0-9) and a place value system that enables an infinite set of numbers to be represented as numerals. The numeral of a 1-digit number consists of one digit; the numeral of a 2-digit number consists of two digits etc. Place value is a complex construct (with some aspects that are not developmentally appropriate content for KS1), including: positional aspect, additive aspect, base ten aspect and multiplicative aspect.

Number: the additive relationship – The additive relationship can be described as the relationship between two parts and their sum (the whole) - in other words it describes the relationships in any given composition (or decomposition) of a quantity. *“The sum of two numbers is a third number which contains as many units as the other two numbers taken together. When two of these three values are known, the third can be found.” Ma & Kessel (2018).* If learners are encouraged to subitise (perceptually and conceptually), awareness of this relationship can be drawn out of their understanding of composition of numbers within 10.

Number: the multiplicative relationship – The multiplicative relationship describes three quantities connected by a one-to-many correspondence or ratio; when two are known the third can be found. *“The problem children face is that they view multiplication as a unary operation where you only have to really think about one number – the number being added or taken away. Seeing multiplication as repeated addition can exacerbate this unary view. Multiplication must be seen as a binary operation with two distinct inputs or elements in the process and a ratio maintained. Multiplication is framed by coordinating two ideas/quantities simultaneously.” Ma & Kessel (2018)*

Number: proportion – Continuous quantities that cannot be represented by a single whole number can be represented using decimal fractions or common fractions. Meaningful use of either format requires understanding of the quantities they represent. Fractions can also represent quantities involving a ratio between two other quantities (e.g. the concentration of orange juice in a jar can be described by the ratio of orange concentrate to water; the probability of an event can be described by the ratio between the number of favourable cases to the total number of cases)

Number: properties – for every set of numbers there are relationships that are always true and they give rise to rules that govern arithmetic and algebra. Developing age-appropriate knowledge of number properties is a key aspect of number sense.

Lines, shapes & solids – two- and three-dimensional objects with or without curved lines and surfaces can be described, classified, and analysed by their attributes and this, rather than naming, should be the focus of teaching in early geometry.

Spatial thinking – objects in space can be oriented in an infinite number of ways and an object's location in space can be described quantitatively; objects in space can be transformed in an infinite number of ways and those transformations can be described and analysed mathematically

Pattern – relationships can be described and generalisations made for mathematical situations that have numbers or objects that repeat in predictable ways. Seeking patterns and making conjectures based on them is the foundation of all true mathematical activity.

Data – some questions can be answered by collecting and analysing data and this data can be represented in different ways – some attributes of objects are measurable and can be quantified using unit amounts.

The history of mathematics – the discipline of mathematics has a rich history that can help us to interpret and understand current conventions and help learners to connect to their own sense of self and sense of place as mathematicians.

Appendix A: Mathematical Habits of Mind

This document (including the grids on pages two and three) identifies key attitudes, strategies, actions and questions¹ that can be developed as habits of mind in learners. It is intended to support teachers by:

- describing how learning of mathematics and learning to solve problems can be supported using habits of mind;
- defining habits of mind to model in teaching;
- suggesting observable behaviours (actions and questions) to assess problem solving and reasoning skills.

Why habits of mind?

The three aims of the national curriculum (blue shaded cells on the grids) are intended outcomes for all. Creating mathematical examples, reasoning about them (or provided examples) and evaluating their work supports learners to develop fluent conceptual understanding and problem-solving skills. We have chosen to use oracy and a habits of mind approach to support learners in these aspects of being a mathematician and develop their understanding of mathematical content.

Assessment of understanding requires the use of activities that provoke mathematical thinking and *observing the process* of enquiry not just the end result. Ongoing formative assessment is part of daily teaching and we aim to use reasoning activities and novel problems in whole-class activities to provide opportunities to assess and develop these skills along with the content of the curriculum; limiting these activities only to independent work risks many learners not achieving the aims of the curriculum and failing to develop understanding of mathematics.

Defining habits of mind as attitudes, strategies, questions and actions

We demonstrate mathematical habits of mind when we *habitually choose* **actions** and **strategies**, pose **questions** and display **attitudes** that are *productive in a mathematical context*.

Useful **attitudes**¹ are vital habits of mind to model and encourage within a classroom that has a '[conjecturing atmosphere](#)' that welcomes all learners' ideas. The following list is not intended to be exhaustive and may have parallels and similarities with learning powers and other metacognitive strategies already used by schools:

- **Curiosity**
- **Willingness to play** (e.g. with numbers, shapes, ideas)
- **Willingness to take risks**
- **Open to the ideas of others**
- **Perseverance, tenacity, determination**
- **Self-belief**
- **Sense of wonder**
- **Inclined to experiment/try out**

Learners' innate thinking powers (Mason et. al, 2010² – highlighted on the grids as four coloured pairs) are utilised unconsciously by all to learn but can be developed explicitly as problem solving **strategies** and intentionally harnessed to learn mathematics. Organising, reflecting and extending are additional strategies that can be developed over time through modelling and application to further improve understanding and problem-solving.

The **questions** can be used by teachers to encourage learners to make use of the strategies but, through modelling and opportunities to practise, they should become part of learners' own toolkits for independent problem solving. They are examples of the kinds of questions mathematicians ask themselves when presented with a problem and, as such, should be employed day to day in the learning of mathematics.

The **actions** can be modelled by adults when demonstrating a process of enquiry but can also be observed in learners as evidence of the strategies they use to solve problems.

Many thanks to Cath Gripton (University of Nottingham) for her significant contributions and support in developing these ideas.

Table 1. Developing useful habits of mind (strategies with questions)

		Strategies (including 'innate thinking powers')	Questions	
Problem solving skills	Creating	Imagining the ability to visualise and to think about a current unknown in the sense of "What will happen if...?"	What do I notice? What do I wonder? What might I try to find out? How can I see this? What if...? I wonder what would happen if...?	Fluent understanding Manipulating – getting a sense of – articulating to develop an increasingly
		Expressing communicating mathematically by any means – talking, sketches, diagrams, charts, manipulating objects	What do I know? How can I show this? How else could I show this? What am I given? What do I need to find out?	
		Specialising taking what we know (or think we know) and trying it out (testing - e.g. by creating specific examples) to gain information	What if...? I wonder what would happen if...? What am I given? What do I know? What examples can I give? Another and another? Would this be an example? What is a non-example? What changes? What stays the same?	
	Reasoning - Analysing	Classifying identifying specific properties of an item which define it as part of a set (e.g. 'odd' or 'square')	What's the same? What's different? Have I seen something like this before? What is this? How can I define it?	
		Characterising describing alternative properties of items that have been classified (e.g. 'odd' could also be described as 'even plus one')	What's the same? What's different? How can I show this? How else can I show it? How can I describe this? How else?	
		Organising using a system or working systematically - e.g. putting examples in order or having clear starting and finishing points to find all possibilities	What am I given? What do I know? What do I need to find out? What is a good way to start? What is the most helpful way to organise this?	
		Conjecturing (<i>abductive reasoning</i> ³) suggesting relationships and making assertions based on the evidence gathered so far	What could be going on here? Why? What will happen if I...? Is there a relationship? Will it...?	
	Reasoning – generalising & justifying	Convincing first oneself and then others by using mathematical arguments and justifications, including providing specific examples to prove conjectures	How do I know? How can I show this? Is it always true? Why is this true? What is really going on here?	
		Generalising identifying rules (generalisations) that can be applied to a wider range of situations, allowing us to make predictions and to use and apply knowledge to new problems	What's the same? What's different? What stays the same? What changes? What patterns can I see? Have I seen something like this before? What is this? How can I describe it in general terms? Can I show when this is true/not true?	
	Evaluating	Reflecting ² (<i>metacognition</i>) evaluating ones thought processes and actions to identify next steps or future strategies	How am I approaching this? What else could I try? Have I seen something like this before? Is there a better way? Could I have done this differently? Was this the best way to start? What did I learn? How is this helpful to me?	
		Extending ² deliberately going beyond the original problem to learn and understand more	What if...? I wonder what would happen if...? What related questions could I explore?	

Table 2. Developing useful habits of mind (strategies with actions)

		Strategies (including 'innate thinking powers')	Example actions > denote increasing sophistication but not a linear progression	Problem solving skills Creating Reasoning - Analysing Reasoning - generalising & justifying Evaluating Extending² deliberately going beyond the original problem to learn and understand more Manipulating – getting a sense of – articulating to develop an increasingly Fluent understanding
	Creating	Imagining the ability to visualise and to think about a current unknown in the sense of “What will happen if...?”	Wondering > generating possibilities > seeking pattern > (mentally) trialling imposing structure > developing a narrative > visualising > visually restructuring/reorganising	
		Expressing communicating mathematically by any means – talking, sketches, diagrams, charts, manipulating objects	Doing > manipulating > gesturing > showing > describing > representing > recording > emphasising > demonstrating > explaining > convincing > justifying > proving	
		Specialising taking what we know (or think we know) and trying it out (testing - e.g. by creating specific examples) to gain information	Having a go > trying it out > purposeful trialling > experimenting > tinkering deliberately > changing as little as possible > accurately defining the example space > applying own constraints	
	Reasoning - Analysing	Classifying identifying specific properties of an item which define it as part of a set (e.g. 'odd' or 'square')	Noticing features/properties > comparing > same > same/different > describing what is seen > naming > comparing > noticing variance/invariance > categorising > defining	
		Characterising describing alternative properties of items that have been classified (e.g. 'odd' could also be described as 'even plus one')	describing what else is seen > renaming > re-comparing > noticing variance/invariance > reimagining > re-categorising > redefining	
		Organising using a system or working systematically - e.g. putting examples in order or having clear starting and finishing points to find all possibilities	Doing > ordering > mark making > deliberate recording > organising thoughts > planning (first, then) > organising information efficiently > being systematic taking care – checking – verifying	
	Reasoning - generalising & justifying	Conjecturing (<i>abductive reasoning</i> ³) suggesting relationships and making assertions based on the evidence gathered so far	Making and expressing connections > purposeful trialling (evidence of expectations) > interrogating relationships > predicting > generating and articulating hypotheses (“I think...” / “It’s going to...”)	
		Convincing first oneself and then others by using mathematical arguments and justifications, including providing specific examples to prove conjectures	Showing > describing > explaining > convincing > justifying (<i>inductive reasoning</i> ³) > proving (<i>deductive reasoning</i> ³)	
		Generalising identifying rules (generalisations) that can be applied to a wider range of situations, allowing us to make predictions and to use and apply knowledge to new problems	Repeating and forming expectations > getting a sense of > articulating (explaining in terms of what is already known) > applying (specialising) > proving (<i>deductive reasoning</i> ³) defining – connecting representations – noticing variance & invariance – noticing structure – re-presenting – refining – redefining – broadening – narrowing – extending	
	Evaluating	Reflecting ² (<i>metacognition</i>) evaluating ones thought processes and actions to identify next steps or future strategies	Reviewing > developing awareness > noticing > monitoring > evaluating > connecting to previous experiences parking (the first idea) – experimenting – refining – practising	
		Extending ² deliberately going beyond the original problem to learn and understand more	Identifying similar problems – identifying related areas for exploration – constraining original task further – broadening the original task > further generalising	

Appendix B - CLF Primary Mathematics overviews by year group

Guidance for suggested overviews 2026/27

Yearly overview guidance

The following pages are the suggested overviews for Year 1 to Year 6, based on the NCETM Curriculum Prioritisation materials; the time allocated for teaching each unit is an indicative guide only. *Before planning, Y2-6 teachers should use the pre-planning, pre-teaching assessment questions for the relevant Ready to Progress (RtP) criteria*

Year 1 teachers will gain valuable assessment information through Term 1, Unit 1 and through the Y1 Mastering Number programme and *should also use the pre-planning, pre-teaching assessments for Year 1 RtP criteria*, which are based on Reception learning.

Where there are large gaps in prior understanding, prioritise the RtP content only, in order to build pre-requisite knowledge from earlier year groups.

Rushing to cover ARE content will result in difficulties, undiscovered misconceptions and potential maths anxiety, which will affect later success and enjoyment in maths.

Specific guidance for Reception

The Reception overview is intended to demonstrate how key number learning can be sequenced over the school year, using the NCETM Mastering Number programme. Reception teachers will still need to incorporate other aspects of the EYFS Educational Programme for Mathematics and might add in blocks on Shape & Space, Measure and/or Pattern or use the fifth day of each Mastering Number week, depending on staffing and needs of the cohort. The suggested overview is purely indicative and **does not override the importance of the prime areas of learning**. Decisions about teaching, learning environment, continuous and enhanced provision should always be based on the children in your cohort; development of the Characteristics of Effective Learning depends as much on quality of continuous provision and high-quality interactions as it does on teacher-led sessions.

CLF Primary Mathematics Reception 2026/27

This **suggested** overview shows a way of organising the weekly units for Mastering Number, which each contain four planned (teacher-led) 15-minute sessions to develop the foundations of early number. These sessions will support you to develop children towards the 2021 ELGs for maths, which focus on Number and Numerical Patterns but learners will only develop and secure this learning through application in continuous and enhanced provision. Additionally, spatial reasoning (including shape, space and measure - SSM), pattern-seeking, spotting connections and developing positive mathematical attitudes should feature in day-to-day provision and, where necessary, teacher-led sessions.

SEPTEMBER					OCTOBER				NOVEMBER	
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	H/T	Wk1		
Getting to know children. BASELINE ASSESSMENTS Provision includes PATTERN – percussion, counting, colour etc. Noticing, describing, modelling, extending. On- going use of time language, e.g first, now, next, then etc.						You might start Mastering Number before October half term so you can include blocks of SSM or Pattern			MN Wk1 Subitising	
NOVEMBER				DECEMBER				JANUARY		
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2	
MN Wk2 Counting	MN Wk3 Composition	MN Wk4 Subitising	MN Wk5 Comparison	MN Wk6 Cardinality & counting	MN Wk7 Composition			MN Wk8 Composition	MN Wk9 Composition	
JANUARY			FEBRUARY				MARCH			
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5	
MN Wk10 Cardinality & counting	MN Wk11 Subitising	MN Wk12 Ordinality	MN Wk13 Composition		MN Wk14 Composition	MN Wk15 Composition	MN Wk16 Counting	MN Wk17 Comparison	MN Wk18 Composition	
MARCH	APRIL				MAY				JUNE	
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T	
MN Wk19 Subitising			MN Wk20 Composition	MN Wk21 Counting, Cardinality & ordinality	MN Wk22 Subitising	MN Wk23 Composition	MN Wk24 Composition	MN Wk25 Composition		
JUNE				JULY						
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7				
MN Wk26 Subitising on a rekenrek	MN Weeks 27-31 Reviews of 1) Comparison, 2) Counting, 3) Number Patterns, 4) Recall & 5) Understanding These five review/assessment units can be completed in any order.									

CLF Primary Mathematics Year 1 2026/27

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. If learners have accessed Mastering Number in Reception, they *may* (no guarantee of this!) need less time to review Reception number content. However, ensuring that all learners are secure in shape, space, measures and pattern content from Reception is equally important. Learners may also grasp Year 1 content more quickly than in previous years; aim to deepen understanding and embed mathematical habits of mind through reasoning and investigative activities as you move through the curriculum. This will prepare them better for Year 2 learning than moving them on to Year 2 content early.

SEPTEMBER					OCTOBER					NOVEMBER
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	H/T	Wk1		
Previous Reception experiences and counting within 100								Comparison of quantities & part-whole relationships		
NOVEMBER				DECEMBER				JANUARY		
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2	
Comparison of quantities & part-whole relationships (ctd.)		Numbers 0 to 5		Recognise, compose, decompose & manipulate 2D & 3D shapes				2D & 3D shapes (ctd.)	Numbers 0 to 10	
JANUARY			FEBRUARY				MARCH			
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5	
Numbers 0 to 10 (ctd.)		Additive structures			Additive structures		Addition & subtraction facts within 10			
MARCH	APRIL				MAY				JUNE	
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T	
Consolidation			Numbers 0 to 20				Unitising & coin recognition			
JUNE				JULY						
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7				
Unitising & coin recognition (ctd.)			Position & direction	Time		Consolidation				

CLF Primary Mathematics Year 2 2026/27

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. If learners have accessed Mastering Number in Year 1, they *may* (no guarantee of this!) grasp Year 2 number content more quickly than in previous years; aim to deepen understanding and embed mathematical habits of mind through reasoning and investigative activities as you move through the curriculum. This will prepare them better for KS2 learning than moving them on to Year 3 content early.

SEPTEMBER				OCTOBER				NOVEMBER		
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	H/T	Wk1		
Numbers 10 to 100				Calculations within 20				Fluently add and subtract within 10		
NOVEMBER				DECEMBER				JANUARY		
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2	
Addition & subtraction of 2-digit numbers (1)		Consolidation	Introduction to multiplication					Introduction to multiplication (ctd.)		
JANUARY			FEBRUARY				MARCH			
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5	
Introduction to multiplication (ctd.)		Introduction to division structures			Shape		Addition & subtraction of 2-digit numbers (2)			
MARCH		APRIL				MAY				JUNE
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T	
Consolidation			Money	Fractions		Time	Position & direction	Consolidating teacher assessments		
JUNE				JULY						
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7				
Multiplication & division – doubling, halving, quotitive & partitive division			Sense of measure – capacity, volume, mass		Consolidation					

CLF Primary Mathematics Year 3 2026/27

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. It is likely that you will need to teach content from Y1 & Y2 Ready to Progress to support age-appropriate learning; where this is not necessary, aim to deepen understanding and embed mathematical habits of mind through reasoning and investigative activities as you move through the curriculum. This will prepare learners better for Year 4 than moving them on to Year 4 content early.

SEPTEMBER					OCTOBER					NOVEMBER	
Wk1		Wk2		Wk3	Wk4	Wk5	Wk6	Wk7	H/T	Wk1	
Adding & subtracting across 10		Numbers to 1000							H/T	Numbers to 1000 (ctd.)	
NOVEMBER				DECEMBER					JANUARY		
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2		
Numbers to 1000				Consolidation		Christmas	Christmas	Right angles			
JANUARY			FEBRUARY				MARCH				
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5		
Manipulating the additive relationship and securing mental calculation				H/T	Column addition		2, 4, 8 times tables				
MARCH	APRIL				MAY					JUNE	
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T		
Column subtraction			Unit fractions					Consolidation			
JUNE				JULY							
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7					
Non-unit fractions				Parallel & perpendicular sides in polygons		Time					

CLF Primary Mathematics Year 4 2026/27

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. It is likely that you will need to teach content from Y1-Y3 Ready to Progress to support age-appropriate learning; where this is not necessary, aim to deepen understanding and embed mathematical habits of mind through reasoning and investigative activities as you move through the curriculum. This will prepare learners better for Year 5 than moving them on to Year 5 content early.

SEPTEMBER					OCTOBER					NOVEMBER				
Wk1		Wk2		Wk3	Wk4	Wk5	Wk6	Wk7	H/T		Wk1			
Review of column addition & subtraction					Numbers to 10,000							Numbers to 10,000 (ctd.)		
NOVEMBER					DECEMBER					JANUARY				
Wk2		Wk3		Wk4	Wk5	Wk6	Wk7		Christmas		Christmas	Wk1	Wk2	
Perimeter			Consolidation			3, 6, 9 times tables							3, 6, 9 times tables (ctd.)	
JANUARY				FEBRUARY					MARCH					
Wk3		Wk4		Wk5	Wk6	H/T		Wk1	Wk2		Wk3	Wk4	Wk5	
7 times table and patterns				Understanding & manipulating multiplicative relationships					Understanding & manipulating multiplicative relationships (ctd.)			Coordinates		
MARCH		APRIL					MAY							JUNE
Wk6		Easter		Easter		Wk1	Wk2	Wk3	Wk4	Wk5	Wk6		H/T	
Consolidation						Review of fractions		Fractions greater than 1						
JUNE					JULY									
Wk1		Wk2		Wk3	Wk4	Wk5	Wk6		Wk7					
Symmetry in 2-D shapes			Time		Division with remainders			Consolidation						

CLF Primary Mathematics Year 5 2026/27

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. It is likely that you will need to teach content from Y1-Y4 Ready to Progress to support age-appropriate learning. This year group has been planned for learners who have secured number bonds and multiplication facts at an earlier stage; if this is not the case for the majority of learners, you should be prepared to reduce the range of content to prioritise the Ready to Progress criteria.

SEPTEMBER					OCTOBER				NOVEMBER	
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	H/T	Wk1		
Decimal fractions					Money			Negative numbers		
NOVEMBER				DECEMBER				JANUARY		
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2	
Negative numbers (ctd.)	Short multiplication & short division							Short multiplication & short division	Area & scaling	
JANUARY			FEBRUARY				MARCH			
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5	
Area & scaling (ctd.)					Calculating with decimal fractions			Factors, multiples & primes		
MARCH		APRIL				MAY				JUNE
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T	
Factors, multiples & primes (ctd.)			Factors, multiples & primes (ctd.)	Fractions						
JUNE				JULY						
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7				
Fractions		Converting units		Angles						

CLF Primary Mathematics Year 6 2026/27

Year 6 teachers preparing to teach primarily from these Curriculum Prioritisation units, should be aware that there are likely to be many gaps in prior knowledge, which can be best supported by using the Ready to Progress guidance to identify pre-requisites and support learners to develop their understanding of these. When learners have accessed Curriculum Prioritisation units throughout KS2 along with the CLF focus on developing reasoning, this Year 6 program of study will be effective in preparing them for KS2 SATs and for secondary school mathematics.

SEPTEMBER					OCTOBER				NOVEMBER
	<u>Wk1</u>	<u>Wk2</u>	<u>Wk3</u>	<u>Wk4</u>	<u>Wk5</u>	<u>Wk6</u>	<u>Wk7</u>	H/T	<u>Wk1</u>
	Multiples of 1000	Numbers up to 10,000,000				Negative numbers (Y5 recap)			
NOVEMBER				DECEMBER				JANUARY	
<u>Wk2</u>	<u>Wk3</u>	<u>Wk4</u>	<u>Wk5</u>	<u>Wk6</u>	<u>Wk7</u>	Christmas	Christmas	<u>Wk1</u>	<u>Wk2</u>
	Fractions & percentages							Decimal fractions (Y5 recap)	
JANUARY			FEBRUARY				MARCH		
<u>Wk3</u>	<u>Wk4</u>	<u>Wk5</u>	<u>Wk6</u>	H/T	<u>Wk1</u>	<u>Wk2</u>	<u>Wk3</u>	<u>Wk4</u>	<u>Wk5</u>
Area, perimeter, position & direction		Ratio & proportion			Calculating using knowledge of structures (1)			Draw, compose and decompose shapes	
MARCH	APRIL				MAY				JUNE
<u>Wk6</u>	Easter	Easter	<u>Wk1</u>	<u>Wk2</u>	<u>Wk3</u>	<u>Wk4</u>	<u>Wk5</u>	<u>Wk6</u>	H/T
		Statistics	Mean average	KS2 SATs including preparation and consolidation					
JUNE				JULY					
<u>Wk1</u>	<u>Wk2</u>	<u>Wk3</u>	<u>Wk4</u>	<u>Wk5</u>	<u>Wk6</u>	<u>Wk7</u>			
Calculating using knowledge of structures (2)	Order of operations								

Appendix C – Part 1: Early Years assessment guidance

The suggested milestones for Nursery and Reception below represent a guide to the kinds of mathematical skills and knowledge children might demonstrate on a developmental trajectory leading to achieving the Early Learning Goals for mathematics by the end of Reception. In Early Years, we value each unique child and we prioritise the characteristics of effective learning and the prime areas of learning as necessary foundations for the specific areas of learning, including mathematics.

These items below are indicative rather than definitive and should not be used as a checklist; adults should respond to the developmental needs of children rather than trying to elicit performance if they are not ready. Similarly, these ideas should not impose limits on children's ability to think critically and creatively in investigating their own ideas and solving problems they encounter. Where possible, seek evidence of children embedding these skills in their independent play in a range of situations.

Nursery	
Term 2	• recognise obvious differences in amounts (e.g. that a group of 10 is bigger than a group of 2) • show some understanding of counting behaviours, for example using number names, matching actions or clapping along with an activity • enjoy listening to and begin to join in with number and counting songs
Term 4	• use some comparative language in their play, e.g. bigger, smaller, higher, lower, more, fewer • be able to choose from a group of 2 sets when asked which has more/fewer • can complete a simple, inset puzzle, by rotating pieces to make them fit
Term 6	• begin to use 1-1 correspondence, even if the counting sequence is incorrect • subitise up to 3 • compare items by size, weight, length etc., either with gesture or language.

See next page for Reception guidance.

Reception	
On Entry	• recognise numerals with personal significance, e.g. age • spontaneously use number language in play • understands the concept of cardinality – that the last number name said tells you how many is in the set • can sort objects into matching shapes, including those with different rotations
Term 2	• consistently recognise and match numerals and quantities to 5 • instantly recognize quantities up to 5 (subitise) • use number names beyond 5, including some teens numbers • can name and talk about some simple 2d and 3d shapes
Term 4	• knows that pairs of quantities can be combined to make bigger quantities, within 5 • count objects, actions and sounds up to 10 • can describe, copy and create a two-part pattern • use language of comparison in measurements
By term 6 ELGs	Number: • Have a deep understanding of number to 10, including the composition of each number; • Subitise up to 5; • Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical patterns: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Appendix C – Part 2: Primary DOOYA summative assessment guidance

When creating DOOYA judgements before Term 6, you are assessing where you think each individual **will be** in relation to the criteria **by the end of the year**.

To be assessed as '**On Track**' (O2) learners should be predicted to meet the criterion for reasoning (shaded green) and the criteria for fluency with content (shaded blue):

- In Years 1-4, learners must be predicted to be secure with both of the criteria for fluency with content;
- In both Years 5 and 6, there is one broad fluency with content criterion but in each case it must be predicted to be fully met; if necessary, assess as 'No' and detail the aspects of the criterion that will be met/not met in the 'additional notes' section.
 - e.g. for Year 5: 'Secure with 5MD-1, 5MD-2 & 5MD-3 but not likely to be secure with 5MD-4';
 - e.g. for Year 6: 'Secure with addition, subtraction & multiplication of whole numbers and decimals but not yet secure with division with remainders or where quotients have decimals'.

Securely '**On Track**' (O1) children should be predicted to **also** (*additional to the O2 criteria*) use (age-appropriate) mathematical vocabulary accurately and are likely to be more proficient reasoners (e.g. consistently achieving the 'Developing' criteria for all three actions (using 'best fit' on reSolve reasoning rubric) with some evidence of 'Consolidating' and/or 'Extending'). *This difference between O1 and O2 judgements indicates the additional support teachers may be providing their O2 learners in reasoning to be securely On Track (O1) by the end of the year.*

Learners who are '**Not Yet on Track**' must be predicted to meet the fluency with content criteria (shaded blue) with or without the vocabulary criterion. For reasoning they are likely to be assessed as mainly meeting 'Beginning' criteria on the ReSolve rubric.

Learners working '**At an Earlier Stage**' are unlikely to meet fluency or reasoning criteria.

To be assessed as '**Deepener**', as well as being predicted to meet the securely On Track criteria, learners must demonstrate a facility with solving novel problems with a range of content (beyond what has just been taught).

When creating a DOOYA judgement for end of year in Term 6, there is only one '**On Track**' judgement and this should be assessed against the securely '**On Track**' (O1) criteria described above.

The learning dispositions criteria are not part of DOOYA judgement but will be useful information for the next teacher at transition; they may also indicate areas of focus for teaching and learning within the year with teachers considering how they can support growth mindsets and enjoyment/engagement in maths.

I am a Mathematician: Year 1 Pupil: _____ Class: _____ School: _____

Mathematics	Key assessment criteria		Yes/No
Key knowledge	Fluency	Count within 100 forwards and backwards, starting from any number (1NPV-1)	
		Compose all numbers up to 10 from two parts and partition all numbers up to 10 into parts, including recognising odd and even numbers (1AS-1)	
		Uses age-appropriate mathematical vocabulary accurately	
Characteristics of effective learning	Reasoning (with age-appropriate content)	Reasons effectively* across a range of content	
	Problem solving (with age-appropriate content)	Has strategies to tackle and solve novel problems	
	Learning dispositions	Enjoys and engages in mathematics	
		Perseveres in the face of difficulties and evidences a growth mindset about challenges and errors	
Additional specific comments about strengths or areas for development in mathematics			

All shaded criteria must be fully met to make an 'On track' judgement at the end of the year.

*Consistently meets 'Developing' criteria on at least two of the three reasoning actions (**1** Analysing, **2** Conjecturing & generalising, **3** Convincing, justifying & proving) using the reSolve reasoning rubric.

I am a Mathematician: Year 2 Pupil: _____ Class: _____ School: _____

Mathematics	Key assessment criteria		Yes/No
Key knowledge	Fluency	Identifies or places 2-digit numbers on marked and unmarked number lines and identifies the previous and next multiples of 10. (2NPV-2)	
		Adds and subtracts any two 2-digit numbers within 100, applying knowledge of number bonds for all numbers up to and including ten (2AS-4 based on securing 2NF-1 & 2AS-1) without column methods	
		Uses age-appropriate mathematical vocabulary accurately	
Characteristics of effective learning	Reasoning (with age-appropriate content)	Reasons effectively* across a range of content	
	Problem solving (with age-appropriate content)	Has strategies to tackle and solve novel problems	
	Learning dispositions	Enjoys and engages in mathematics	
		Perseveres in the face of difficulties and evidences a growth mindset about challenges and errors	
Additional specific comments about strengths or areas for development in mathematics			

All shaded criteria must be fully met to make an 'On track' judgement at the end of the year.

*Consistently meets 'Developing' criteria on at least two of the three reasoning actions (**1** Analysing, **2** Conjecturing & generalising, **3** Convincing, justifying & proving) using the reSolve reasoning rubric.

I am a Mathematician: Year 3 Pupil: _____ Class: _____ School: _____

Mathematics	Key assessment criteria		Yes/No
Key knowledge	Fluency	Identifies or places 3-digit numbers on marked or unmarked number lines with a variety of scales, identifying previous and next multiples of 100 and 10. (3NPV-3)	
		Uses mental and written addition and subtraction strategies, fluently using all number bonds within 20, applying commutativity and inverse (<i>applying 3AS-3 and 3NF-1</i>)	
		Uses age-appropriate mathematical vocabulary accurately	
Characteristics of effective learning	Reasoning (with age-appropriate content)	Reasons effectively* across a range of content	
	Problem solving (with age-appropriate content)	Has strategies to tackle and solve novel problems	
	Learning dispositions	Enjoys and engages in mathematics	
		Perseveres in the face of difficulties and evidences a growth mindset about challenges and errors	
Additional specific comments about strengths or areas for development in mathematics			

All shaded criteria must be fully met to make an 'On track' judgement at the end of the year.

*Consistently meets 'Developing' criteria on at least two of the three reasoning actions (**1** Analysing, **2** Conjecturing & generalising, **3** Convincing, justifying & proving) using the reSolve reasoning rubric.

I am a Mathematician: Year 4 Pupil: _____ Class: _____ School: _____

Mathematics	Key assessment criteria		Yes/No
Key knowledge	Fluency	Fluently adds and subtracts (<i>including</i> formal written methods) and partitions whole numbers in different ways, applying knowledge of place value (4NPV-1, 4NPV-2)	
		Displays automaticity in recalling all multiplication and division facts up to 10 × 10 and use them to solve multiplication and division problems within these tables (applying 4NF-1 & 4MD-2)	
		Uses age-appropriate mathematical vocabulary accurately	
Characteristics of effective learning	Reasoning (with age-appropriate content)	Reasons effectively* across a range of content	
	Problem solving (with age-appropriate content)	Has strategies to tackle and solve novel problems	
	Learning dispositions	Enjoys and engages in mathematics	
		Perseveres in the face of difficulties and evidences a growth mindset about challenges and errors	
Additional specific comments about strengths or areas for development in mathematics			

All shaded criteria must be fully met to make an 'On track' judgement at the end of the year.

*Consistently meets 'Developing' criteria on at least two of the three reasoning actions (**1** Analysing, **2** Conjecturing & generalising, **3** Convincing, justifying & proving) using the reSolve reasoning rubric.

I am a Mathematician: Year 5 Pupil: _____ Class: _____ School: _____

Mathematics	Key assessment criteria		Yes/No
Key knowledge	Fluency	Fluently multiplies and divides numbers using multiplication table facts with knowledge of place value and properties of multiplication and division and applies them to solve problems, including with remainders (5MD-1,2,3 & 4)	
		Uses age-appropriate mathematical vocabulary accurately	
Characteristics of effective learning	Reasoning (with age-appropriate content)	Reasons effectively* across a range of content	
	Problem solving (with age-appropriate content)	Has strategies to tackle and solve novel problems	
	Learning dispositions	Enjoys and engages in mathematics	
		Perseveres in the face of difficulties and evidences a growth mindset about challenges and errors	
Additional specific comments about strengths or areas for development in mathematics			

Both shaded criteria must be fully met to make an 'On track' judgement at the end of the year.

*Consistently meets 'Developing' criteria on at least two of the three reasoning actions (**1** Analysing, **2** Conjecturing & generalising, **3** Convincing, justifying & proving) using the reSolve reasoning rubric.

I am a Mathematician: Year 6 Pupil: _____ Class: _____ School: _____

Mathematics	Key assessment criteria		Yes/No
Key knowledge	Fluency	Calculates fluently with whole numbers (using all four operations) and decimals (including 6AS/MD-1 & 6AS/MD-2)	
		Uses age-appropriate mathematical vocabulary accurately	
Characteristics of effective learning	Reasoning (with age-appropriate content)	Reasons effectively* across a range of content	
	Problem solving (with age-appropriate content)	Has strategies to tackle and solve novel problems	
	Learning dispositions	Enjoys and engages in mathematics	
		Perseveres in the face of difficulties and evidences a growth mindset about challenges and errors	
Additional specific comments about strengths or areas for development in mathematics			

Both shaded criteria must be fully met to make an 'On track' judgement at the end of the year.

*Consistently meets 'Developing' criteria on at least two of the three reasoning actions (**1** Analysing, **2** Conjecturing & generalising, **3** Convincing, justifying & proving) using the reSolve reasoning rubr

Appendix C – Part 3: CLF Child-friendly reasoning rubric

Based on the RESOLVE reasoning rubric

	Analysing	Conjecturing & generalising	Convincing, justifying and proving
1	- I can repeat a pattern by using objects or drawing pictures - I can notice when things are the same or different	I can point out where things are repeated	- I can describe what I have done and whether it is correct or incorrect - I can use objects or words to recognise if something is correct or incorrect
2	- I can sort things according to their properties - I can describe what is the same or different using mathematical vocabulary	- I can describe a rule using words or pictures - I can follow a rule to find more examples that fit a pattern	- I can test whether something is correct or incorrect by giving one example - I can find where a mistake has been made and correct it using words or pictures
3	- I can describe multiple similarities and differences using mathematical vocabulary - I can sort things according to their properties and add my own examples - I can make predictions about related facts using what I already know	- I can communicate a rule using mathematical symbols, diagrams and vocabulary - I can apply a rule to find more examples and non-examples and explain how the rule works	- I can test whether something is correct or incorrect by giving multiple examples - I can use what I already know to prove whether something is true or false in a logical argument, using words like 'If...then...therefore'

