INSPIRE

Together

Mathematics

Friday 30th January 2026

INSPIRE Together

Learning Together, in God's Love

At Bishop Martin, we INSPIRE and empower all members of our school community, providing the knowledge to enable everyone to thrive and flourish. Guided by our Christian Values, we are all determined to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect. Hope and aspiration support all to grow and believe that

"…with God all things are possible."
Matthew 19:26

INSPIRE Together

…develops every **INDIVIDUAL** values, attitudes, knowledge and skills

…**EMBRACE** children's knowledge of the world we live in, cultures and our diverse community

…**NURTURES** curiosity and creative thinkers

…is flexible and **RESPONSIVE** to individual needs and interests

…is broad, balanced and has clear progression in knowledge and **SKILLS**

…develops **INDEPENDENCE** resilience and perseverance to always be our best

…is filled with rich **PURPOSEFUL** first-hand experiences, using experts beyond the classroom

Mathematics
Long Term Plan 2025-26

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half Term	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction		Number: Multiplication and division A									
Spring	Number: Fractions B			Number: Decimals and Percentages					Half Term	Measurement: Perimeter and Area					
Summer	Geometry : Properties of Shape	Geometry: Position and Direction		Number: Decimals					Half Term	Number: Negative Numbers		Measurement: Converting Units		Measure	Consolid

Mathematics
Long Term Plan 2025-26

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half Term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)										
Spring	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)		Measurement: Length			Half Term	Measurement: Height		Measurement: Length and Height		Measurement: Mass and Volume		Number: Multiplication and Division
Summer	Number: Multiplication and Division		Number: Fractions		Geometry: Position direction				Half Term	Number: Place Value (within 100)		Measurement: Money		Measurement: Time		Consolidation

Mathematics
Long Term Plan 2025-26

Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Half Term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Getting to know you		Match, sort and compare		Talk about measures and patterns.		It's Me 1, 2, 3!			Circles and triangles	1, 2, 3, 4,5		Shapes with 4 sides	Alive in 5!		Mass and Capacity
Spring	Growing 6, 7, 8		Length, height, and time		Building 9 and 10		Building 9 and 10		Half Term	Exploring 3-D Shapes		To 20 and Beyond	How many now?			
Summer	Visualise			Make Connections		Consolidation			Half Term	Visualise, build and Map		Make Connections	Consolidation			

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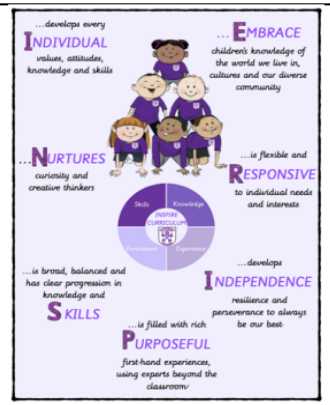
In Maths INSPIRE looks like…

	*…develops every **INDIVIDUAL** values, attitudes, knowledge and skills*	*…**NURTURES** curiosity and creative thinkers*	*…is broad, balanced and has clear progression in knowledge and **SKILLS***
	Resilience developed through activities focused on application of knowledge. *Christian Value of Perseverance used throughout maths lessons and sequences of lessons.* *Communication allows pupils to reason and justify their own mathematical thinking.*	*Develops curiosity and thinking critically; challenging individual thought processes and that of others.* *Enquiry is at the heart of maths – reasoning and problem solving developing thinking skills.* *THRIVE activities engage all pupils and encourage pattern seeking*	*Learning progression clearly mapped out from EYFS to Y6* *Knowledge Organisers support pupils in knowing more and remembering more* *Regular retrieval activities in lessons and sequences of lessons*
*…is filled with rich **PURPOSEFUL** first-hand experiences, using experts beyond the classroom*	*…develops **INDEPENDENCE** resilience and perseverance to always be our best*	*…is flexible and **RESPONSIVE** to individual needs and interests*	*…**EMBRACE** children's knowledge of the world we live in, cultures and our diverse community*
Enterprise week celebrates maths in our community and the world. *Content will become relatable to our pupils when shown in 'real-life' scenarios.* *Chess sessions develop pupils thinking skills in KS2.* *Special maths lessons and event days are designed to highlight links to maths in everyday life.*	*Knowledge is mapped out using Knowledge Organiser to support independence.* *Range of activities mean pupils work alongside the teacher, with peers and independently.* *Fluency is a focus; fluency facts are the foundation for making mathematical connections.*	*Maths curriculum is developed to be fully inclusive for all the pupils we teach* *Modelling and guided practice will scaffold pupils learning through the small steps* *Tutoring is used to target individuals who need to catch up in specific areas of maths*	*Maths content linked to everyday life wherever possible* *Mathematicians studied as part of INSPIRE worships* *Children will be able to display mastery of content in a wide range of activities; including cross-curricular.*

INSPIRE Together Knowledge

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Year 3 - Mass and Capacity

Key vocabulary
millilitre
litre
lighter
heavier
equal

Reading Scales

Capacity

Measuring containers all have different capacities.
Each of the containers contain the same volume of 100ml but have different capacities and scales.

Always look carefully at how the numbers on the scales increase when reading a measurement.

Scales can be used to measure grams.

A gram is a unit of measurement that is used to measure the mass of something.

Grams can be written as **g**.

Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in a container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as ml.

Add and Subtract Mass

Remember! 1kg = 1000g

600g + 500g = 1100g = 1kg 100g

1kg - 300g = 1000g - 300g = 700g

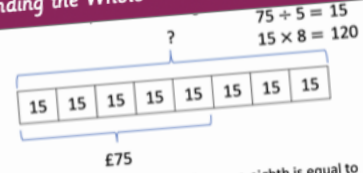
Year 6 - Fractions B

Key vocabulary	
Fraction	A part of a whole.
Numerator	The top number in the fraction which shows how many parts you have.
Denominator	The bottom number in the fraction which shows how many equal parts the item is divided into.
Proper Fraction	A proper fraction is a fraction where the numerator is less than the denominator.
Improper Fraction	A fraction where the numerator is greater than the denominator.
Mixed Number	A number that is made up of a whole number and a fraction.
Simplified Fraction	Is a fraction in its simplest form.
Equivalent Fractions	Fractions which have the same value, even though they may look different.
Compare	The differences between numbers, quantities or values to decide if it is greater than, smaller than or equal to.
Order	To sort values in a particular pattern e.g. Smallest to Largest

Finding the Whole

Mo gets 5/8 of his pocket money on a new bike. He spent £75

How much money did Mo have to begin with?



75 ÷ 5 = 15
15 × 8 = 120

If five-eighths is equal to 75, then one-eighth is equal to 15 and the whole is equal to 120.

Multiplyi

$\frac{2}{7} \times \frac{4}{5} = \frac{8}{35}$

When multiplying multiply the nume

Keep, Change, Flip. This mean division sign to a multipli

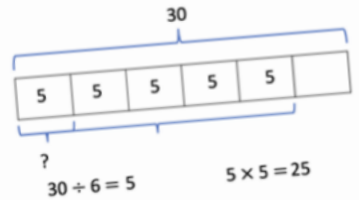
Fraction of an Amount

How to find a fraction of an amount.

Divide the amount by the denominator

Multiply the answer by the numerator

$\frac{5}{6}$ of 30 = 25



If one-sixth is equal to 5, then five-sixths are equal to 25

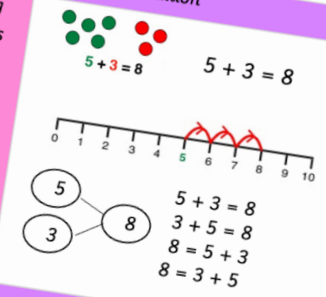
Year 1 – Addition and Subtraction (to 10)

Key Vocabulary	
Add	Combine two or more numbers using a plus (+) sign.
Subtract	To take one number away from another using minus (–) sign.
Equal	= equals or is the same as
Altogether	The amount in total
Take away	To remove something – objects or numbers
How many left over	The amount after something has been taken away.
Whole number	Any number that is not part.

Number bonds to 10

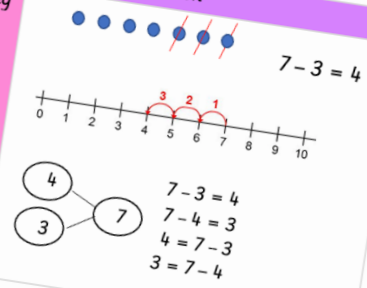
Addition

Adding numbers



Subtraction

Subtracting numbers



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Retrieval/Feedback

Prerequisite knowledge required for that lesson.

Guided Practice

Using Walktrus, questioning, manipulatives or pictoral representations, where appropriate, children are supported to explore and develop their understanding of the concept being taught. Children will discuss, explore, make connections, and spot patterns through various activities. Children develop and practise their language using key vocabulary and stem sentences to reason and explain their thinking.

Independent Practice

Children work independently or with a partner to apply their knowledge and skills from the guided practice.

Review

Reflect and review the lessons learning.

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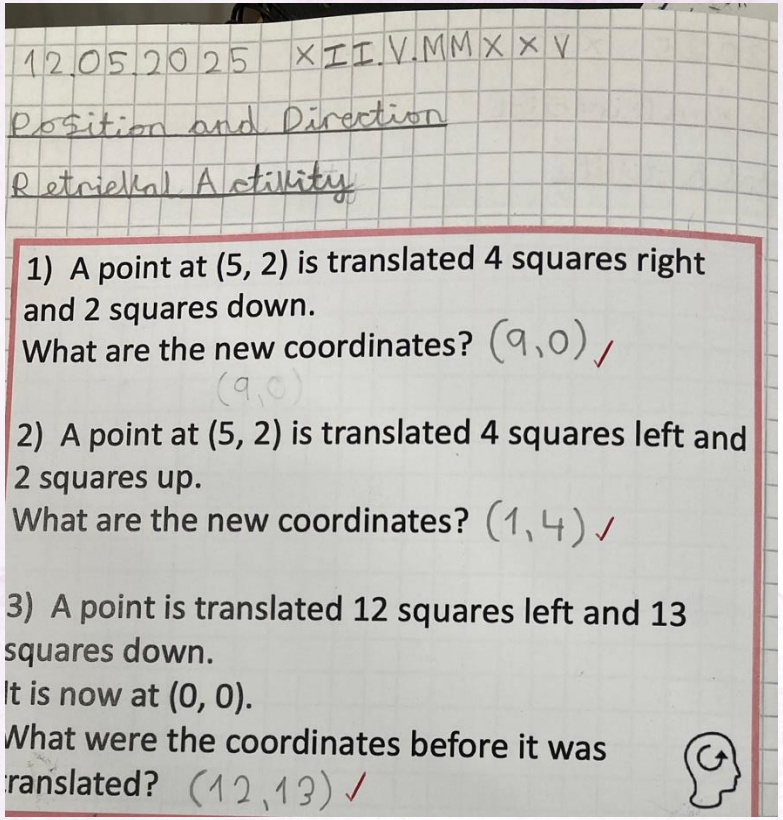
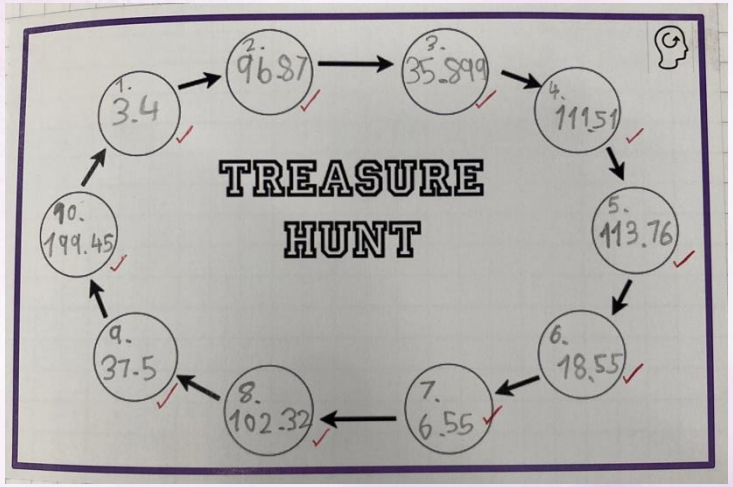
Retrieval Activity

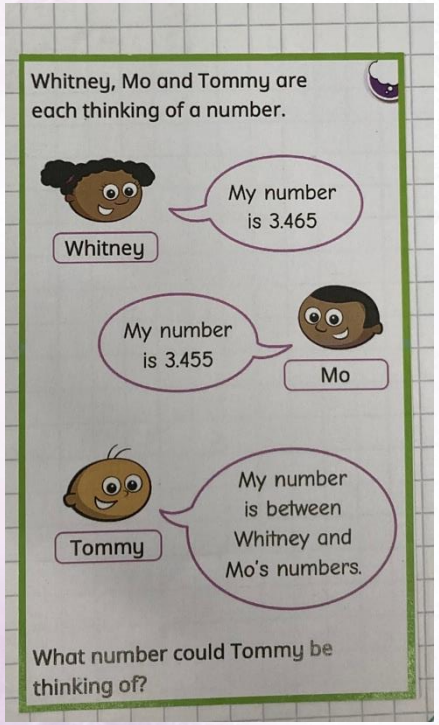


Guided Practice



Booklet

Review and Challenge



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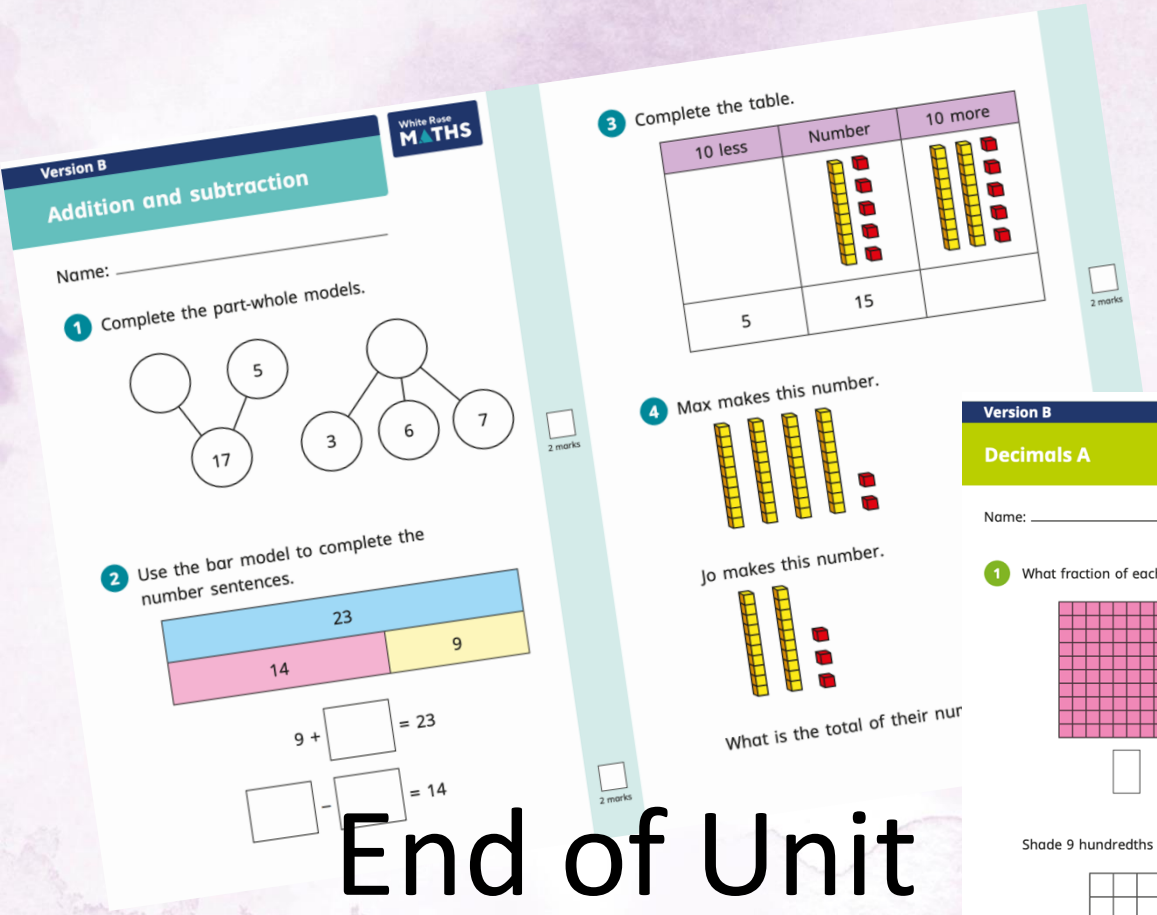

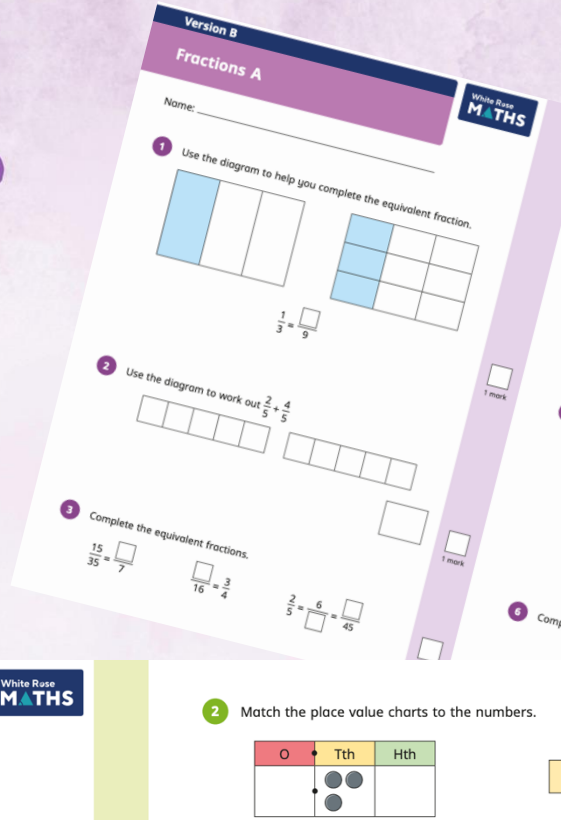

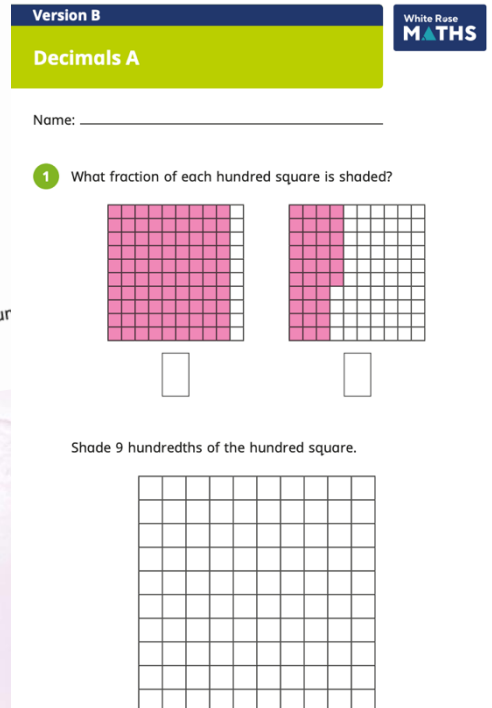

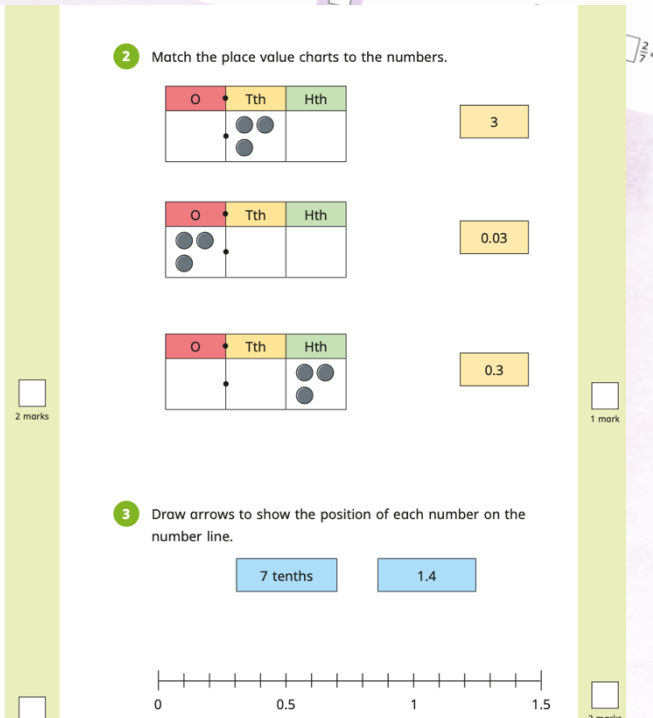

End of Unit Assessment

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Enrichment

Rockstar Day

Number Day

Fibonacci Day

TTRS Competitions

Christmas Maths

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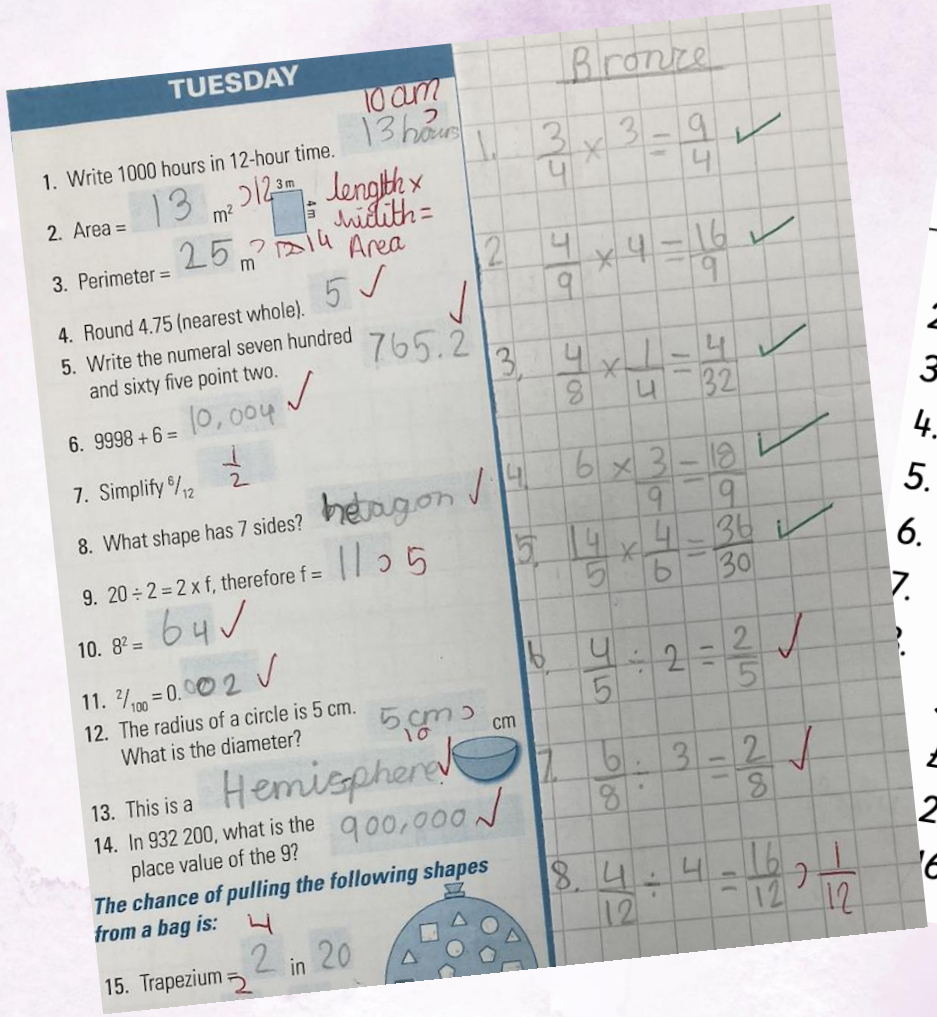

TUESDAY

1. Write 1000 hours in 12-hour time. 10 am 13 hours
2. Area = 13 m^2 3m 4m length x width = Area
3. Perimeter = 25 m 14
4. Round 4.75 (nearest whole). 5
5. Write the numeral seven hundred and sixty five point two. 765.2
6. 9998 + 6 = 10,004
7. Simplify $^6/_{12}$ $\frac{1}{2}$
8. What shape has 7 sides? heptagon
9. 20 ÷ 2 = 2 x f, therefore f = 11 or 5
10. 8^2 = 64
11. $^2/_{100}$ = 0.02
12. The radius of a circle is 5 cm. What is the diameter? 5cm 10 cm
13. This is a Hemisphere
14. In 932 200, what is the place value of the 9? 900,000

The chance of pulling the following shapes from a bag is:

15. Trapezium = 2 in 20 4

Bronze

1. $\frac{3}{4} \times 3 = \frac{9}{4}$
2. $\frac{4}{9} \times 4 = \frac{16}{9}$
3. $\frac{4}{8} \times \frac{1}{4} = \frac{4}{32}$
4. $6 \times \frac{3}{9} = \frac{18}{9}$
5. $\frac{14}{5} \times \frac{4}{6} = \frac{36}{30}$
6. $\frac{4}{5} \div 2 = \frac{2}{5}$
7. $\frac{6}{8} \div 3 = \frac{2}{8}$
8. $\frac{4}{12} \div 4 = \frac{16}{12} = \frac{1}{12}$

23.1.26 – XXIII.I.MMXXVI

Bronze

1. 92 + 14 = 106
2. 128 + 240 = 368
3. 828 - 322 = 506
4. 562 - 231 = 331
5. 74 x 3 = 222
6. 36 x 5 = 180
7. 184 ÷ 2 = 92
8. 39 ÷ 3 = 13
9. 3/5 of 45 = 27
10. £1.92p + £3.50 = £5.42
11. 2/10 + 5/10 = 7/10
12. 16/20 - 9/20 = 7/20

Silver

1. 5/6 of 72 = 60
2. 3/5 of 45 = 27
3. 4/9 of 81 = 36
4. 2/7 of 56 = 16
5. 7/10 of 70 = 49
6. 2501 ÷ 41 = 61
7. 2992 ÷ 34 = 88
8. 4998 ÷ 49 = 102
9. 2125 ÷ 17 = 125
10. 57,569 + 567 = 58,136
11. 564 x 10 = 5640
12. 3045 x 100 = 304,500

Gold

1. 4/9 of 81 = 36
2. 2/7 of 56 = 16
3. 7/10 of 70 = 49
4. 5/8 of 96 = 60
5. 3/12 of 48 = 12
6. 9/10 of 120 = 108
7. 2992 ÷ 34 = 88
8. 4998 ÷ 49 = 102
9. 23,453 + 12,323 = 35,776
10. 324,555 - 121,498 = 203,057
11. 1554 x 23 = 35,742
12. 10% of 120 = 12

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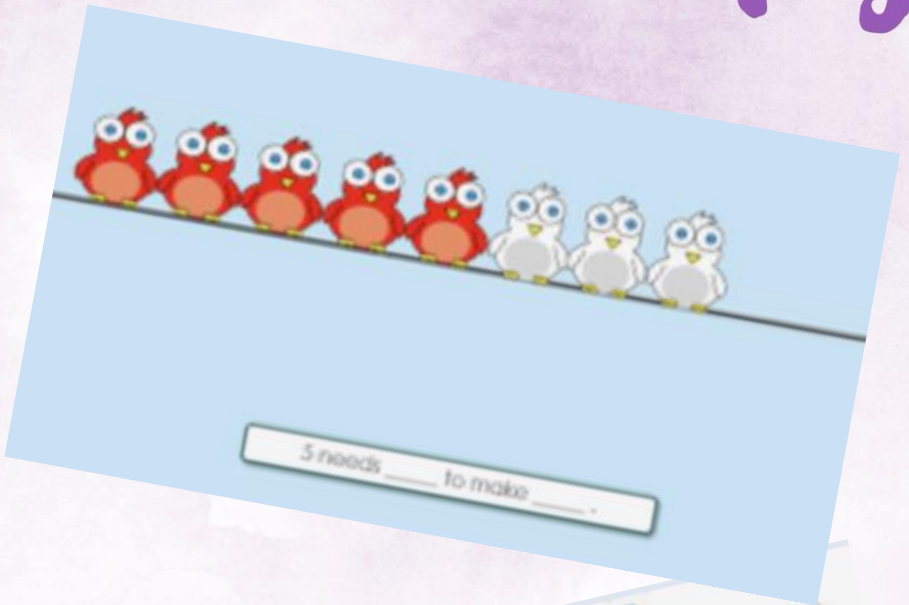
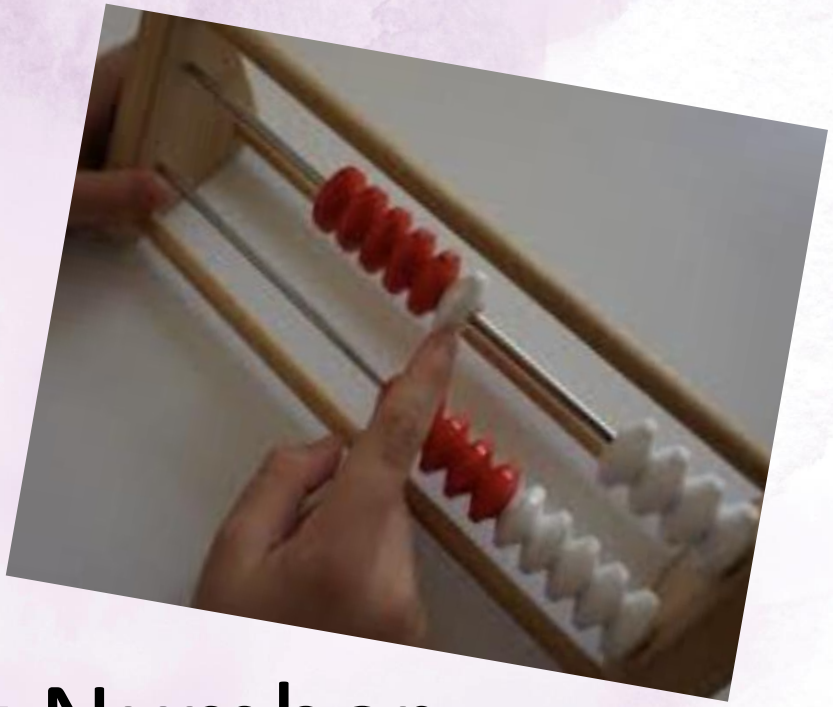
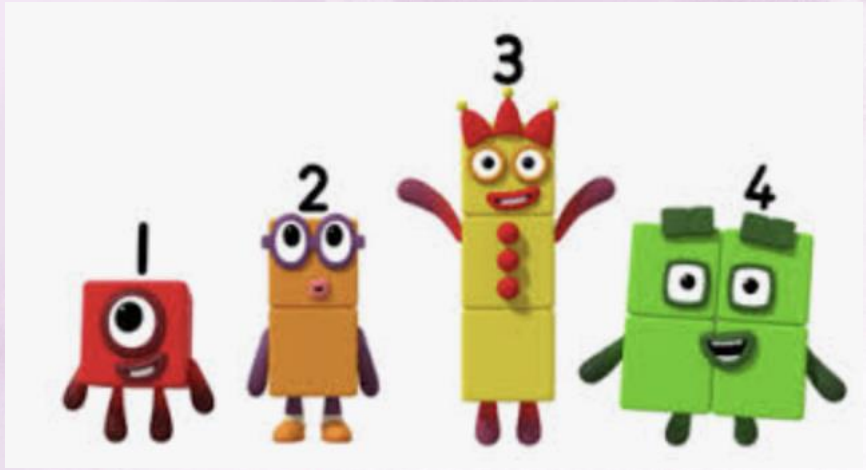




Mastering Number



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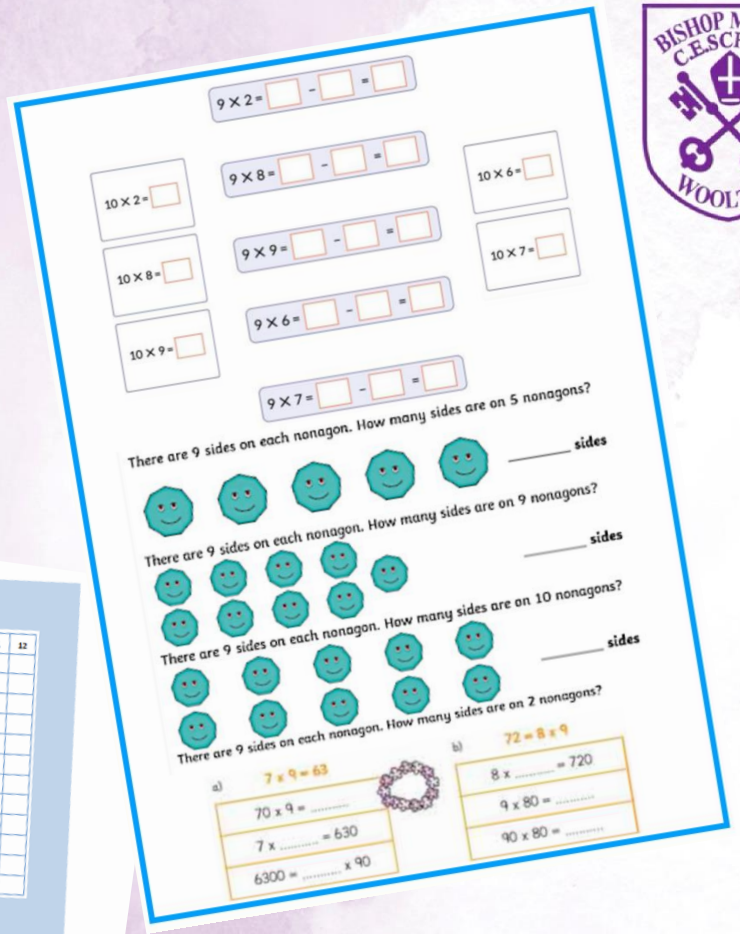
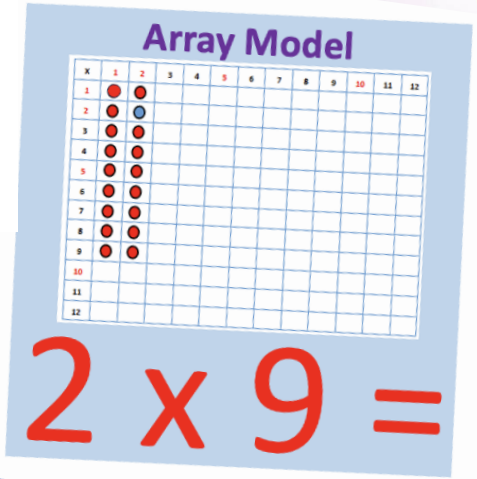
Multiplication

Micro Teaching
(x 3 per day)

Making Connections
(x 4 per week)

Exploration Derived Facts
(x 1 per week)





Mini and Mega Facts
7 x 4 = 28
so
70 x 4 = 280
and
0.7 x 4 = 2.8

Derived Facts

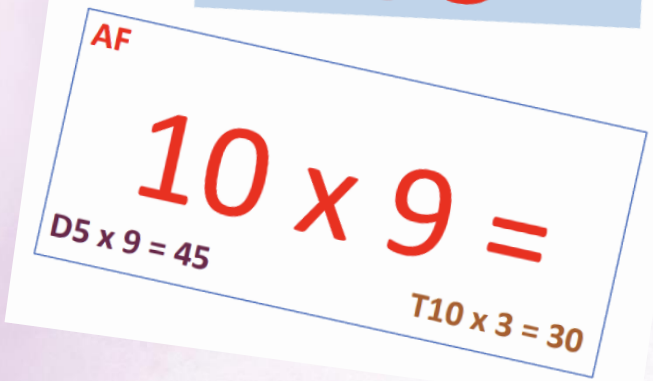
Inverse
7 x 4 = 28
4 x 7 = 28
28 ÷ 7 = 4
28 ÷ 4 = 7

Commutativity
7 x 4 = 28
4 x 7 = 28

Distributive Law
7 x 4 = 28

(5 x 4) + (2 x 4) = 7 x 4

7 x 4 = 28
is the same as
(5 x 7) - 7



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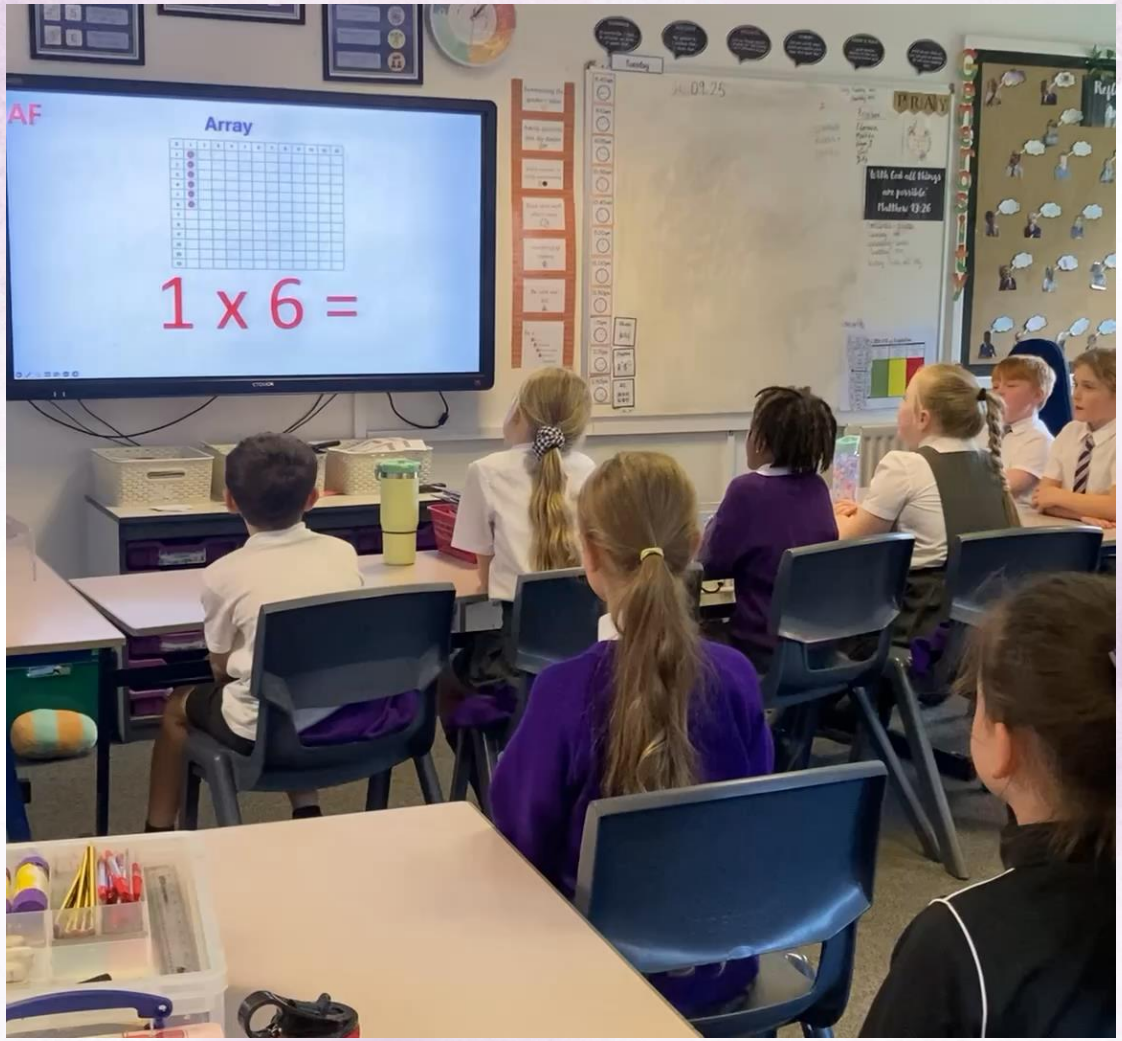

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Please leave us some feedback from today's INSPIRE Together Maths session. Thank you for coming!