Stebbing Primary- Number bond & Time4tables Programme

KEEP ALL CHILDREN TOGETHER. Building fluency and flexibility throughout.

EYFS	**Autumn** Explore number bonds within 5 **Number sense:** Recognising numbers to 5. **Play:** Building numbers in various ways. **Explore:**	**Spring** Explore number bonds to 5 **Number sense:** Recognising numbers to 5 and beyond. **Play:** Build and manipulate numbers **Explore:** Problem solving using bonds to 5 knowledge.	**Summer** Learn bonds to 5 by heart Explore number bonds to 10 **Number sense:** Recognising numbers to 10 and beyond **Play:** Build and manipulate numbers **Explore:** 3 numbers together to make 5.	**OFFER VARIETY OVER TIME TO FULLY CONSOLIDATE EACH OBJECTIVE** **Models and images** -Fingers -Cubes -Counters -Number rainbow -Counting stick -Bar models -Cherry models -Blank hundred squares (bonds to 100) **Choral counting** -counting forwards and back -quick recall of number bonds

Year 1	**Autumn** Ensure fluency of number bonds to 5. Explore number bonds within 10. **Play:** Build and manipulate numbers **Explore:** Look at 3 numbers to create a bond within 10.	**Spring** Explore number bonds to 10. Counting in 2s, **Play:** Build and manipulate numbers, pairs **Explore:** Problem solving with number bonds.	**Summer** Number bonds to 10 by heart. Counting in 2s, 10s **Number sense:** Doubles/pairs **Play:** Build 2s, 5s, 10s **Explore:** Notice patterns, predict next numbers. Count backwards in 2s, 5s, 10s..	**OFFER VARIETY OVER TIME TO FULLY CONSOLIDATE EACH OBJECTIVE** **<u>Models and images</u>** -Fingers -Cubes -Counters -Number rainbow -Counting stick -Bar models -Cherry models -Blank hundred squares (bonds to 100) -Tens frame **Choral counting** -Counting forwards and back -Quick recall of number bonds -Forwards **<u>and</u>** backwards -Say the solutions -Teacher says "One times two" Learners say "2". (y2 only) **Recall** -In order -Count on from… -Count back from… -Any order
Year 2	**Autumn** Ensure fluency of number bonds to 10. Use number bonds to 10 to explore number bonds to 20 and 100 (in 10s) Counting in 2s, 5s and 10s **Number sense:** Relationship with 10 to 20 and 100 **Play:** Build and manipulate numbers **Explore:** Predicting next number, counting backwards.	**Spring** Develop fluency of number bonds to 20 and 100 (tens) Knowing 2x, 10x fast recall. **Play:** Building times tables **Explore:** Problem solving with number bonds	**Summer** Fast recall of bonds to 20 and 100 (in tens) Bonds to 100 (tens and ones) Knowing 2x, 5s, 10x fast recall **Number sense:** If I know 30 + 70, then I can work out 32 + ? = 100. **Play:** Build, colour hundred squares. Doubling **Explore:** Build 10 and halve for 5	

Year 3	**Autumn** Ensure 2x, 5x, 10x with understanding Any size number x2 Any size number x10 Any size number x5 (as half of x10) **Number sense:** doubles/pairs **Play:** Build 10 and halve for 5 **Explore:** Doubling and halving Then x 3	**Spring** If I know… 3x → 6x Then 9x **Number sense:** '3-ness' **Play:** Build 3 then double for 6 **Explore:** Root digits of 3x, 6x, 9x	**Summer** If I know… 2x → 4x→ 8x X10, x100 ÷10, ÷100 **Number sense:** '4-ness' and '8-ness' **Play:** Build 2, then double, then double. Build 8, then halve, then halve **Explore:** Associative & distributive law	**OFFER VARIETY OVER TIME TO FULLY CONSOLIDATE EACH TIMES TABLE** **<u>Models & images</u>** -Fingers -Building arrays -Cubes -Counters -Counting stick -Numberlines -Drawing squares in a grid **<u>Choral counting</u>** -Forwards **<u>and</u>** backwards -Say the solutions -Teacher says "One times three" Learners say "3". **<u>Recall</u>** -In order -Count on from… -Count back from… -Any order
Year 4	**Autumn** Ensure fluency 3x, 4x, 6x, 8x Then 7x **Play:** Partition 7 as 5+2 or 3+4 and use these facts to calculate **Explore:** links to 6x and 8x facts	**Spring** Fluency 'any' x **Play:** Use whats known to derive facts **Explore:** On a 10 x10 multiplication grid- which facts need just memorisation?	**Summer** *Prep for Year 5 x/÷ rapid facts* **Notice:** Speedy calculation	