MOT Curriculum Spring 1 and Spring 2

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

Maths On Track (Arithmetic) at Nonsuch Primary School

This programme of study is for Spring 1 and Spring 2

Arithmetic is systematically structured within our **Maths on Track** programme, building on pupils' prior learning to establish a strong foundation in essential number skills from Year 1 to Year 6. This carefully sequenced approach develops fluency in key areas of computation —including addition, subtraction, multiplication, and division—enabling children to apply these skills with confidence and accuracy. By continuously revisiting and reinforcing core concepts, **Maths on Track** supports long-term retention, ensuring pupils secure and embed their number knowledge effectively.

The programme is designed to provide dedicated skill-focused lessons while allowing teachers the flexibility to use assessment for learning to identify and address gaps in pupils' understanding and further address these within the programme. This ensures that **Maths on Track** lessons are skill based but have an element where they are tailored to the specific needs of each class, supporting progression and mastery in arithmetic.

Year 1 Arithmetic Medium Term Plan Spring Term

	Spring 1					
Week:	**1**	**2**	**3**	**4**	**5**	**6**
Learning intentions:	1.Read and write numbers from 1 to 20 in numerals 2.Read and write numbers from 1 to 20 in words 3.Count and read numbers to 100 in numerals	1.Read and write numbers to at least 100 (match numbers to words) 2.Count to and across 100 forwards and backwards beginning with 0 or 1 from any given number	1.Identify one more or one less than a given number 2.Count in tens from any number forwards and backwards 3.Partition tens and ones	1.Compare and order numbers 2.Even and odd numbers	1.Number bonds to 10 2.Number bonds to 20	1.Addition facts up to 10, e.g. 1+1 =, 9+1 = 2.Addition facts up to 20, e.g. 8 +6, 9+5 = 3.Add three 1 digit numbers e.g. 9+7+3 =

	Spring 2							
Week:	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Learning intentions:	1. 2 digit add 2 digit 2. Add a 2 digit and a 1 digit to 20 including 0, e.g. 12 + ___ = 19	1.Adding 10 more from a tens number, e.g. 40 + 10 + 10 = 2.Add and subtract 10 to a 2 digit number e.g. 35-10 =	1.Subtraction facts up to 10, e.g. 5-4=, 9-7 = 2.Subtraction facts up to 20, e.g. 20 – 11 =	1.Subtract a 2 digit and a 1 digit to 20, e.g. 12 + ___ = 19 2.Finding missing numbers for subtraction (using the inverse), e.g. 10 - __ = 2 3.Solve one step problems with missing numbers	1.Count in multiples of 10 from 0, e.g. 2 x 10 = 2.Count in multiples of 5 from 0 e.g. 6 x 5 3.Count in multiples of 2 from 0, e.g. 2x6 = 4.Counts in steps of 2, 5 and 3	1.Repeated addition, e.g. 2+2+2= 2.Multiplication facts, e.g. __ = 2x9 (using pictorial representation, e.g. .arrays)	1.Division facts for the 2s, 5s and 10s., e.g. 25 ÷ 5 = 2.Matching equivalent fractions (pictorially)	1.Find half of a quantity 2.Find a quarter of a quantity

Year 2 Arithmetic Medium Term Plan Spring Term

	Spring 1					
Week:	**1**	**2**	**3**	**4**	**5**	**6**
Learning intentions:	1.Use place value and number facts to solve problems q8 and 18	1.Recall and use addition facts to 20 fluently, and derive and use related facts up to 100, q3 2.Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100, q3	1.Add mentally, two 2 digit numbers, e.g. 23 + 14 2.Subtract mentally, two 2 digit numbers, e.g. 23 - 14	1.Add one-digit and two-digit numbers to 20, including zero, q1 and 4 2.Subtract one-digit and two-digit numbers to 20, including zero, q1 and 4	1.Add numbers using concrete objects and pictorial representations, including a two-digit number and ones, q 5 and 11 2.Subtract numbers using concrete objects and pictorial representations, including a two-digit number and ones, q 5 and 11	1.Add numbers using concrete objects and pictorial representations, including a two-digit number and ones, q 5 and 11 2.Subtract numbers using concrete objects and pictorial representations, including a two-digit number and ones, q 5 and 11

	Spring 2							
Week:	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Learning intentions:	1.Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as 7 = __ - 9 Q13 2.Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ - 9 Q13	1.ecognise and use the inverse relationship between addition and subtraction 2.use this to check calculations and missing number problems Q23	1.Recall and use multiplication facts for the 2x multiplication tables, q6, 12 and 15 2.Recall and use multiplication facts for the, 5 xmultiplication tables, 3.Recall and use multiplication facts for the and 10 x multiplication tables 4.Recognising odd and even numbers	1.Count in steps 2 from 0, and in tens from any number, forward or backward, q8 and 18 2.Count in steps 3 from 0, and in tens from any number, forward or backward, 3.Count in steps of 5 from 0, and in tens from any number, forward or backward, q8 and 18	1.Count in multiples of twos Q24 2.Count in multiples of fives Q24 3.Count in multiples of ten Q24	1.Recall doubles and halves to 20, e.g. double 2 is 4, half of 18 is 9 2.Recall halves to 20, e.g. double 2 is 4, half of 18 is 9	1.Recognise, find and name a half as one of two equal parts of an object, shape or quantity, q7	1.Recognise, find, name and write fractions 1/3, ¼, 2.Recognise, find, name and write fractions 2/4 and ¾ of a length, shape, set of objects or quantity Q22

Year 3 Arithmetic Medium Term Plan Spring Term

	Spring 1					
Week:	**1**	**2**	**3**	**4**	**5**	**6**
Learning intention:	1.Compare and order numbers up to 1000 2.Read and write numbers to 1000	1.Recognise the place value of each digit in a 3 digit number 2.Recognise and use the inverse relationship between addition and subtractions	1.Add numbers mentally, including a 2 digit number and ones	1.Subtract numbers mentally, including a 3 digit number and tens	1.Add and subtract numbers mentally, including a 3 digit number and hundreds, e.g. 380 -300	1.Find 10 or 100 more or less than a given number, e.g. 100 more than 267 2.Find 100 more or less than a given number, e.g. 100 more than 267

	Spring 2							
Week:	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Learning intention:	1.Write and calculate mathematical statements for multiplication using the multiplication tables that pupils know, including for 2 digit numbers time 1 digit numbers using mental and progressing to formal written methods, e.g. 70 times by 2 2.Write and calculate mathematical statements for division using the multiplication tables that pupils know, including for 2 digit numbers time 1 digit numbers using mental and progressing to formal written methods, e.g. 70 divided by 2	1.Write and calculate mathematical statements for multiplication using the multiplication tables that pupils know, including for 2 digit numbers time 1 digit numbers using mental and progressing to formal written methods, e.g. 70 times by 2 2.Write and calculate mathematical statements for division using the multiplication tables that pupils know, including for 2 digit numbers time 1 digit numbers using mental and progressing to formal written methods, e.g. 70 divided by 2	1.Recall and use multiplication and division facts for the 3x, tables, e.g. divide 28 by 2.Recall and use multiplication and division facts for the, 4, xtables, 3.Recall and use multiplication and division facts for the 8 x tables,	1.Recall and use multiplication and division facts for the 3x, tables, e.g. divide 28 by 2.Recall and use multiplication and division facts for the, 4, x tables, 3.Recall and use multiplication and division facts for the 8 x tables,	1.Count up and down in tenths 2.Add and subtract fractions with the same denominator, e.g. 1/8 + 3/8 + 3/8	1.Recognise and show using diagrams equivalent fractions with small denominators.	1.Recognise that tenths derive from dividing an object into 10 equal parts and in dividing one digit numbers of quantities by ten, e.g. 1/10 of 80	1.Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, e.g. what is 1/6 of 12

Year 4 Arithmetic Medium Term Plan Spring Term

	Spring 1					
Week:	**1**	**2**	**3**	**4**	**5**	**6**
Learning intention:	1.Recognise the place value of each digit in a four digit number 2. Order and compare numbers beyond 1000	1.Find a 10 or 100 more or less than a given number 2.Find a 1000 more or less than a given number 3.Rounding numbers to the nearest 10, 100 and 1000	1.Count backwards through zero to include negative numbers 2.Add and subtract numbers up to 4 digits using the formal written method	1.Use place value known and derived facts to multiply and divide mentally, including multiplying by zero and 1, dividing by 1, multiplying together 3 numbers, e.g. 2 x 6x 8	1.Roman numerals 2.Count in multiples of 6, 7, 9, 25 and 100	1.Count from zero in multiples of 4, 8, 50 and 100 , e.g. 8, 16 ___ 32

	Spring 2							
Week:	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Learning intention:	1.Recall and use multiplication and division facts for the 3, 4, and 8 multiplication tables 2.Recall multiplication and division facts for multiplication tables up to 12 x 12	1.Multiply whole numbers and those involving decimals by 10, 100 and 1000 2. Divide whole numbers and those involving decimals by 10, 100 and 1000	1.Multiplying 2 digit and 3 digit numbers by 1 digits using the formal written layout	1.Compare numbers with the same number of decimal places up to two decimal places	Round decimals with 1 decimal place to the nearest whole number	1.Recognise and write decimal equivalents to ¼, ½ and ¾. 2.Add and subtract fractions with the same denominator, e.g. 1/8 + 3/8 + 3/8	1.Count up and down in tenths 2.Recognise that tenths derive from dividing an object into 10 equal parts and in dividing one digit numbers of quantities by ten, e.g. write the fraction that is 1/10 less than 4/10	1.Solve problems including increasingly harder fractions to calculate quantities and fractions to divide quantities including non-unit fractions when the answer is a whole number, e.g., what is 7/12 of 36

Year 5 Arithmetic Medium Term Plan Spring Term

	Spring 1					
Week:	**1**	**2**	**3**	**4**	**5**	**6**
Learning intention:	1.Determine the value of each digit in numbers up to 1 million 2.Read, write , order and compare numbers up to 1 million 3.Round any number up to 1 million	1.Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers 2.Know and use the vocabulary of prime number, prime factors and composite numbers 3.Establish whether a number up to 100 is prime and recall prime numbers up to 19	1.Recognise and use square numbers and cube numbers 2.Roman Numerals 3.Count forwards and backwards in steps of powers of 10 from any given number up to 1 million, e.g. 542280 ___ 540280 _____	1.Interpret negative numbers in context, counting forwards and backs with positive and negative whole numbers involving through zero, e.g. -46 + 82 = 2.Add numbers up to 4 digits using the formal written method 3.Subtract numbers up to 4 digits using the formal written method	1.Recall multiplication and division facts for multiplication tables up to 12 x 12 2.Multiply and divide numbers mentally drawing upon known facts, e.g. 51 x 4 Multiply and divide numbers mentally drawing upon known facts, e.g. 240 divided by 30 3.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	1.Multiplying 2 digit and 3 digit numbers by 1 digits using the formal written layout 2.Multiplying 4 digit numbers by a 1 or 2 digits number using the formal written layout

	Spring 2							
Week:	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Learning intention:	1.Multiply numbers up to 4 digits by a 1 or 2 digit number using a formal written method, including long multiplication for 2 digit numbers	1.Divide numbers up to 4 digits by 1 digit using the formal written method	1.Divide numbers up to 4 digits by 2 digit using the formal written method	1.Compare and order fractions whose denominators are all multiples of the same number 2.Read and write decimal numbers as fractions, e.g. 0.71 = 71/100	1.Read write order and compare numbers up to 3dp 2.Round decimals with 2dp to the nearest whole number and to 1dp	1.Recognise mixed numbers and improper fractious and convert from one form to the other and write mathematical statements as a mixed number, e.g. 2/5 + 4/5 = 6/5 which is the same a one whole one and one fifth	1.Recognise the per cent symbol and understand that percent relates to number of parts per 100. Write percentages as a fraction with denominator 100 and as a decimal , e.g. 47% as a fraction	1.Compare fractions, decimals and percentages

Year 6 MOT MTP will be based on their most recent data drop.