MOT Curriculum Summer 1 and Summer 2

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

Maths On Track (Arithmetic) at Nonsuch Primary School

This programme of study is for Summer 1 and Summer 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 Medium Term Plan Summer Term

	Summer 1			
Week:	**1**	**2**	**3**	**4**
Learning intention:	**Daily warm up: Give a number and identify one more and one less** 1.Read and write numbers to 20 in numerals and words 2.Add and subtract 1 and 2 digit numbers to 20 including 0, e.g. 7+6 3.Solve missing number problems such as 7 = ___ - 9	**Daily warm up: Count to and across 100 forwards and backwards from any given number** 1.Solve one step problems involving addition using concrete objects and pictorial representation 2.Solve one step problems involving subtraction using concrete objects and pictorial representation 3.Read and write mathematical statements involving addition, subtraction and equal sign	**Daily warm up: Count in multiples of 2s** 1.Identify and represent numbers using objects and pictorial representations including a number line and use the language of equal to, more than, less than, fewer, most and least	**Daily warm up: Count in multiples of 5s** 1.Solve one step problems involving multiplication using concrete objects and pictorial representation

	Summer 2					
Week:	**5**	**6**	**7**	**8**	**9**	**10**
Learning intention:	**Daily warm up: Count in multiples of 5s** 1.Solve one step problems involving division using concrete objects and pictorial representation	**Daily warm up: Count in multiples of 10s** 1.Recognise find and name a half as one of two equal parts of an object, shape or quantity 2.Recognise find and name a quarter as one of four equal parts of an object, shape or quantity	**Daily warm up: Count in multiples of 10s** 1.Compare, describe and solve practical problems for lengths and heights	**Daily warm up: Count in multiples of 2s, 5 s and 10s** 1.Recognise and name common 2d shapes 2.Recognise and know the value of different denominations of coins and notes	**Daily warm up: Count in multiples of 2s, 5 s and 10s** 1.Tell the time to the hour and draw the hands on the clock to show these times 2.Tell the time to half past the hour and draw the hands on the clock to show these times	**Daily warm up: Count in multiples of 2s, 5 s and 10s** 1.Use mathematical vocabulary to describe positon, direction and movement in terms of quarters, halves and three quarter turns, clockwise and anti-clockwise

Year 2 need to be practising their times tables every day – 2, 5, 10 (including the division facts)

Year 2 Arithmetic Medium Term Plan Summer Term

	Summer 1			
Week:	**1**	**2**	**3**	**4**
Learning intention:	1.Recognise, find and name a half as one of two equal parts of an object, shape or quantity, q7 2.Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity Q22	1.Add numbers using concrete objects and pictorial representations, including a two-digit number and a 2 digit number, q19, 20, 21 and 25	1.Subtract numbers using concrete objects and pictorial representations, including a two-digit number and 2 digit number , q 16, 17, 20 2.Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems Q13	1.Use place value and number facts to solve problems q8 and 18 2.Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, q3 3.Add and subtract mentally, two 2 digit numbers, e.g. 23 + 14

	Summer 2					
Week:	**5**	**6**	**7**	**8**	**9**	**10**
Learning intention:	1.Add and subtract one-digit and two-digit numbers to 20, including zero, q1 and 4 2.Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ - 9 Q13	Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, q6, 12 and 15	Count in steps 2, 3, and 5 from 0, and in tens from any number, forward or backward, q8 and 18	Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Count in multiples of twos, fives and ten Q24	Recall doubles and halves to 20, e.g. double 2 is 4, half of 18 is 9	Spend this week consolidating any gaps

Year 2 need to be practising their times tables every day – 2, 5, 10 and 3 (including the division facts)

Year 3 Arithmetic Medium Term Plan Summer Term

	Summer 1			
Week:	**1**	**2**	**3**	**4**
Learning intention:	1.Compare and order numbers up to 1000 2.Recognise place value in a 3 digit number 3.Find 10 or 100 more or less than a given number	1.Add and subtract numbers mentally, e.g. 3 digit plus 1 digit 2.Add and subtract numbers mentally 3 digit and tens 3.Add and subtract numbers mentally 3 digit and hundreds	1.Add numbers up to 3 digits using the formal written method 2.Subtract numbers up to 3 digits using the formal written method	1.Recall and use multiplication and division facts for the 3, 4 and 8 times tables 2.Count from 0 in multiples of 4, 8, 50 and 1000

Week:	Summer 2					
	5	6	7	8	9	10
Learning intention:	1.Two digit number times a one digit number using a mental or formal written method	1.Division – 2 digit divided by 1 digit number using mental and progressing to formal 85 ÷ 5 =	1.Counts up and down in tenths, e.g. write an number between 63.0 and 64.0 2.Compare and order fractions with the same denominator	1.Add and subtract fractions with the same denominator 2.Add and subtract fractions with denominators that are multiples of the same number	Recognise and use fractions as numbers, e.g. 20 + 5 ½ =	Find fractions of amounts, e.g. 1/3, 1/5, ½. ¼

Year 3 need to be practising their times tables every day – 3, 4 and 8 (including the division facts)

Year 4 Arithmetic Medium Term Plan Summer Term

	Summer 1			
Week:	**1**	**2**	**3**	**4**
Learning intention:	1.Recognise place value for each digit in a four digit number 2.Order and compare numbers beyond 1000 3.Find a 1000 more or less than a given number	2.Multiply 2 digit and 3 digit numbers by a 1 digit number using formal written layout 2.Use place value and number facts to solve number and practical problems, e.g. _, _, 24, 31,38, 45 3.Count backwards through zero to include negative numbers	1.Round to the nearest 10, 100 and 1000 2.Round decimals with 1dp to the nearest whole number	1.Add with up to 4 digits using a formal written method 2.Subtract with up to 4 digits using a formal written method

	Summer 2					
Week:	**5**	**6**	**7**	**8**	**9**	**10**
Learning intention:	1.Multiply by 0 and 1 and divide by 1 2.Count in multiples of 6, 7,9 25 and 1000 3.Recall multiplication and division facts up 12 x 12	1.Recognise and use factor pairs in mental calculations , e.g. ___ x ___ = 56 2.Multiply together three numbers, e.g 3x7x2 =	1.Divide a 1 or 2 digit number by 10 or 1000	1.Recognise and write decimal equivalents to ¼, ½, ¾ 2.Recognise and write decimal equivalent to any number of tenths or hundredths, e.g. write 23/100 as a decimal	1.Compare numbers with the same number of decimal places up to 2dp	1.Add and subtract fractions with the same denominator 2.Add and subtract fractions with denominators that are multiples of the same number

Year 5 Arithmetic Medium Term Plan Summer Term

	Summer 1			
Week:	**1**	**2**	**3**	**4**
Learning intention:	1.Read, write order and compare numbers to at least a million 2.Read, write order and compare numbers with up to 3dp 3.Round decimals with 2dp to the nearest whole number	1.Determine the values of each digit in numbers up to one million 2.Count forwards and backwards in steps of powers of 10 from any given number, e.g. 37 ---, 3700 3.Round any number up to one million to nearest 10, 100, 1000, 10 000, 100 000	1.Count backwards through zero to include negative numbers 2.Recognise and use squared numbers and cubed numbers	1.Establish whether a number up to 100 is prime and recall all the prime numbers up to 19 2.Know and use the vocabulary of prime numbers, prime factors and composite numbers

	Summer 2					
Week:	**5**	**6**	**7**	**8**	**9**	**10**
Learning intention:	1.Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers 2.Add more than four digits with the formal written method 3.Subtract more than four digits with the formal written method	1.Multiply and divide numbers mentally using known facts. 2.Formal written method for multiplication for 4 digit by 1 digit 3.Formal written method for multiplication for 4 digit by 2 digit	1.Multiply and divide whole numbers by 10, 100 and 1000 2.Divide numbers up to 4 digits by a 1 digit number	1.Compare and order fractions whose denominators are all multiples of the same number 2.Recognise and use thousandths and relate to them tenths, hundredths and decimal equivalents, e.g. 6/1000 = 0.006	1.Add and subtract fractions with the same denominator 2.Add and subtract fractions with denominators that are multiples of the same number	1.Recognise mixed numbers an improper fractions and convert one to the other, e.g 13/4 = 3 ¼ 2.Recognise the percentage symbol and write percentages as a fraction, e.g. 71% as a fraction.

Year 6 will be covering their misconceptions from their last data drop.