

## Fluency in number facts

At Woodlands, we understand the importance of factual fluency in maths and to facilitate this we the Number Facts Fluency Programme from Reception to Year 4. The programme is informed by research into the mathematical development of young children.

The number sense programme for year 1 to 2 aims to improve the automatic retrieval of basic mathematical facts to allow children to confidently solve more complex mathematical problems. The programme provides visual support to ensure a clear understanding of a concept before moving to the abstract questions.

Below is an overview of when we teach the basic number facts. Please note this will look slightly different for Year 2 this year as we're following the 'Getting going plan' to ensure they have a secure understanding.

Year 1		Yearly Overview					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stage 1 Book 1	Stage 1 Book 2	Stage 1 Book 3	Stage 1	Stage 2 Book 1	Stage 2 Book 2	Stage 2 Book 3
	Subitising 1 - 5	Subitising 6 - 10	Subitising on tens frames	Gap teaching and consolidation	Make and Break 5	Make and Break 4, 3 & 2	Make and Break 10
Autumn 2	Stage 2 Book 4	Stage 2 Book 5	Stage 2 Book 6	Stage 2 Book 7	Stage 2	Stage 2	
	Make and Break 6	Make and Break 7	Make and Break 8	Make and Break 9	Gap teaching and consolidation	Gap teaching and consolidation	
Spring 1	Stage 3 Book 1	Stage 3 Book 1	Stage 3 Book 2	Stage 3 Book 2	Stage 3 Book 3	Stage 3 Book 3	
	One More, One Less	One More, One Less	Two More, Two Less	Two More, Two Less	Number 10 Fact Families	Number 10 Fact Families	
Spring 2	Stage 3 Book 4	Stage 3 Book 4	Stage 3 Book 5	Stage 3 Book 6	Stage 3 Book 6	Stage 3	
	Five and A Bit	Five and A Bit	Know About Zero	Doubles and Near Doubles	Doubles and Near Doubles	Gap teaching and consolidation	
Summer 1	Stage 3 Book 7	Stage 3 Book 7	Stage 3 Book 8	Stage 3 Book 9	Stage 3 Book 9	Stage 3 Book 9	
	Number Neighbours	Number Neighbours	7 Tree & 9 Square	Strategy Selection	Strategy Selection	Strategy Selection	
Summer 2	Stage 4 Book 1	Stage 4 Book 1	Stage 4 Book 1	Stages 3&4	Stages 3&4	Stages 3&4	Stages 3&4
	Ten and A Bit	Ten and A Bit	Ten and A Bit	Gap teaching and consolidation	Gap teaching and consolidation	Gap teaching and consolidation	Gap teaching and consolidation

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Autumn 1	Stage 1 & 2 (review)	Stage 3 Books 1 – 3 (review)	Stage 3 Books 4 – 6 (review)	Stage 3 Books 7 & 8 (review)	Stage 3 Book 9 (review)	Stage 4	Stage 3 Stage 4	
	Subitising and partitioning	-One More, One Less -Two More, Two Less -Number 10 Fact families	-Five and A Bit -Know About Zero -Doubles and Near Doubles	-Number Neighbours -7 Tree 9 Square	Strategy Selection	Ten and A Bit	Gap teaching and consolidation	
Autumn 2	Stage 5 Make Ten and Then: Addition	Stage 5 Make Ten and Then: Addition	Stage 5 Make Ten and Then: Addition	Stage 5 Make Ten and Then: Subtraction	Stage 5 Make Ten and Then: Subtraction	Stage 5 Make Ten and Then: Subtraction		
Spring 1	Stage 5 More Doubles and Near Doubles	Stage 5 More Doubles and Near Doubles	Stage 5 More Doubles and Near Doubles	Stage 5 Adjusting	Stage 5 Adjusting	Stage 5 Adjusting		
Spring 2	Stage 5 Strategy Selection	Stage 5 Strategy Selection	Stage 5 Strategy Selection	Stage 6 Calculating with Multiples of 10	Stage 6 Two-Digit Numbers: Calculating with Ones	Stage 6 Two-Digit Numbers: Calculating with Tens		
Summer 1	Stage 6 Make the Next Ten and Then	Stage 6 Make the Previous Ten and Then	Teacher decision on use of sessions over period of KS1 SATs					
Summer 2	Stage 5 Stage 6	Stage 5 Stage 6	Stage 5 Stage 6	Stage 5 Stage 6	Stage 5 Stage 6	Stage 5 Stage 6	Stage 5 Stage 6	
	Small group gap teaching and consolidation	Whole class gap teaching and consolidation	Small group gap teaching and consolidation	Whole class gap teaching and consolidation	Small group gap teaching and consolidation	Whole class gap teaching and consolidation	Small group gap teaching and consolidation	

The children are taught to develop their understanding of part whole relationships which supports their fluency in number facts.

All children are taught at the same time and the programme allows teachers to closely track progress. Where children are not keeping up, an intervention can be planned. Very occasionally, some children who have a specific difficulty with learning might need to follow the programme at a different pace.