

Morning work guidance

EYFS

Once the children have been greeted at the door by their class teacher, the children come into the classroom, find their picture with their name and put it onto the 10's frame (that is also in the style of Numicon). The children then do a class vote on their favourite book of the week using Multilink Cubes which are then counted as a whole class once the children are settled.

The children then find their name on a table where a differentiated morning task is set up ready for them to complete. The staff monitor the children's needs and progress to plan activities to support their learning journey. Activities cover a range of areas: fine motor skills, writing/handwriting, physical literacy and number work. The EYFS staff have used advice from the physical literacy consultant to help children that need support with tackling their retained reflexes. Examples of the variety of tasks that the children complete are:

- Finger Gym Scheme
- Using lolly pop sticks to construct shapes
- Handwriting
- Counting activities
- Threading beads onto a pipe cleaner
- Practising writing their name
- Tummy time in the den
- Using tweezer to pick up and count objects

Year 1

Number bond fluency scheme

We have adopted this 'Progression in Number Bonds' scheme that children can systematically work through to ensure they are fluent and confident in their basic addition skills. The bullet points below set out how the scheme works:

- Children will be given a set of number facts to learn over the course of approximately four weeks. (If children are demonstrably fluent in the number facts before four weeks have passed - evidenced by at least two weeks' worth of weekly assessments as well as the teacher's knowledge of that child - then they can be moved on to the next phase early.)
- They should practise these at home wherever possible and it will form part of their daily morning maths work in school.
- The aim is to be able to recall each fact in the set within 3 seconds.
- If children successfully recall all the facts at the end of the four weeks (or earlier in some cases), they will receive a certificate and the next set of facts to learn.
- Children will not be given a new set of facts if they still require practise on the current phase, instead they will practise that particular phase until they are secure.

- Children should aim to have all the facts completed by the end of Year 1; however, it may be that they are completed further up the school so that each child is secure and fluent with basic addition by the time they leave our school.

Assessments results should be recorded on the allocated assessment sheet and updated as and when children successfully master each phase of the scheme.

Any child that has not passed the phase they are currently on after the allocated 4 weeks of study should be placed in an intervention group in order to plug gaps and prevent children from falling behind their peers.

Should a Year 1 child become fluent in number bonds before the end of the year, they can begin to work on the Year 2 times tables requirements.

Year 2

Number bond fluency scheme as above.

When number bonds are secured, the next vital skill is for children to master the $\times 2$, $\times 10$ and $\times 5$ tables (in that order). To be considered truly mastered, a variety of these multiplication facts (as well as the related division facts) should be recalled within 3 seconds.

Differentiated resources which work on these times tables individually are available in the maths folder in the times tables resources sub folder. The children should work on each times table (beginning with the $\times 2$ table) and confidently be able to recall the facts at the gold level **before moving on** to the $\times 10$ table and then finally the $\times 5$ table. The children should then be presented with the Year 2 mixed times tables resources as morning work and become fluent in these. This will mean that children may be working on different skills during morning work dependent on what each child has mastered as they should not be moved on to the next multiplication table until they have mastered the one they are currently on.

After mastering the above facts, Year 2 children should then begin to consolidate their arithmetic skills. The resources for this are saved in the maths folder in the Year 2 resources sub folder under weekly tests.

Any child that has not successfully mastered a times table that they have been working on for 3 weeks must be placed in an intervention group. This intervention group can use the TT Rockstars online software independently on iPads to complete fluency practise. The appropriate times table for the child to practise will need to be set by the class teacher. If teachers are unsure about how to do this, please see David Reynolds (our maths lead). It would be wise to contact parents and advise for them to ensure that their children are accessing TT Rockstars at home too!

When Year 2 children are working on arithmetic skills, if the skill has already been taught but they have given an incorrect answer to one of the questions that day, they should go for intervention in the afternoon of the same day that the morning work was completed in



order to gain further input and do more practice questions with the teaching assistant to secure that skill.

Year 3

Ensure children are secure in their recall of the x2, x5 and x10 tables (from Year 2) before moving on to other times tables (see Y2 guidance).

Year 3 children should then move on to mastering the x3, x6, x4 and x8 tables (in this order).

To be considered truly mastered, a variety of these multiplication facts (as well as the related division facts) should be recalled within 6 seconds.

Differentiated resources which work on these times tables individually are available in the maths folder in the times tables resources sub folder. The children should work on each times table (beginning with the x3 table) and confidently be able to recall the facts at the gold level **before moving on** to the x6 tables, x4 table and then finally the x8 table. The children should then be presented with the Year 3 mixed times tables resources as morning work and become fluent in these. This will mean that children may be working on different skills during morning work dependent on what each child has mastered as they should not be moved on to the next multiplication table until they have mastered the one they are currently on.

After mastering the above facts, Year 3 children should then begin to master the Year 4 times tables (see Year 4 guidance).

Any child that has not successfully mastered a times table that they have been working on for 3 weeks or have not mastered a previous year group's tables must be placed in an intervention group. This intervention group can use the TT Rockstars online software independently on iPads to complete fluency practise. The appropriate times table for the child to practise will need to be set by the class teacher. If teachers are unsure about how to do this, please see David Reynolds (our maths lead). It would be wise to contact parents and advise for them to ensure that their children are accessing TT Rockstars at home too!

Year 4

Ensure children are secure in their recall of the x2, x5 and x10 tables (from Year 2) and x3, x6, x4 and x8 tables (from Year 3) before moving on to the Year 4 times tables.

Year 4 children should then move on to mastering the x9, x11, x7 and x12 tables (in this order).

To be considered truly mastered, a variety of these multiplication facts (as well as the related division facts) should be recalled within 6 seconds.



Differentiated resources which work on these times tables individually are available in the maths folder in the times tables resources sub folder. The children should work on each times table (beginning with the x9 table) and confidently be able to recall the facts at the gold level **before moving on** to the other tables. The children should then be presented with the Year 4 mixed times tables resources as morning work and become fluent in these. This will mean that children may be working on different skills during morning work dependent on what each child has mastered as they should not be moved on to the next multiplication table until they have mastered the one they are currently on.

After mastering the above facts, Year 4 children should then begin to consolidate their arithmetic skills. The resources for this are saved in the Fluent in Five folder in the maths folder on the shared drive.

Any child that has not successfully mastered a times table that they have been working on for 3 weeks or have not mastered times tables from a previous year group must be placed in an intervention group. This intervention group can use the TT Rockstars online software independently on iPads to complete fluency practise. The appropriate times table for the child to practise will need to be set by the class teacher. If you are unsure about how to do this, please see David Reynolds (our maths lead). It would be wise to contact parents and advise for them to ensure that their children are accessing TT Rockstars at home too!

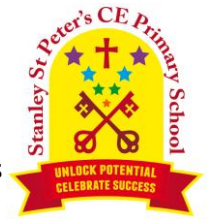
When Year 4 children are working on arithmetic skills, if the skill has already been taught but they have given an incorrect answer to one of the questions that day, they should go for intervention in the afternoon of the same day that the morning work was completed in order to gain further input and do more practice questions with the teaching assistant to secure that skill.

Please note that whilst there is no pass rate for the Year 4 times tables checks and nor will the data be published, the data for our school will be available to Ofsted.

Year 5 & Year 6

Any child that has not successfully mastered all times tables up to 12 x 12 by the time they begin Year 5/6 must be placed in an intervention group. Please do not use morning work slots for this. The intervention group can use the TT Rockstars online software independently on iPads to complete fluency practise. The appropriate times tables for the child to practise will need to be set by the class teacher. If teachers are unsure about how to do this, please see David Reynolds (our maths lead). It would be wise to contact parents and advise for them to ensure that their children are accessing TT Rockstars and learning their tables at home too! As it is imperative that Year 5 children are fluent in times tables facts, the interventions should run on as many afternoons as possible during the week (ideally daily for a minimum time of 10 minutes per day).

Year 5 should spend the morning work slot completing arithmetic skills practise and consolidation. The Fluent in Five resources as well as arithmetic papers aimed at Year 5



level are suitable for this. Year 6 should do the same but using the arithmetic grids provided.

What should I do if a child finishes their allocated morning work early?

Children need to be spending the whole of this time consolidating the skills they need to master during morning work; therefore, if a child finishes early they should be challenged to draw a pictorial representation of each fact they have completed. So for example, if working on number bonds, they could be challenged to draw a part, whole model and use that to write the related facts/number sentences ($6+4=10$, $4+6=10$, $10-6=4$, $10-4=6$). If they are working on times tables, they could be asked to draw an array and any other related facts ($2 \times 7 = 14$, $7 \times 2 = 14$, $14 \div 7 = 2$, $14 \div 2 = 7$). If they are working on arithmetic skills, they could be challenged to do the inverse calculation to check their answers.

EXCEPTION: Year 6 should complete daily SPaG questions after completing the morning arithmetic grid.