

	2023-24	2024-25 NCETM	2025-26	2026-27
EYFS	25	40		
Y1	25	25	40	
Y2	50	25	25	40
Y3	49	50	25	25
Y4	43	49	50	25
Y3/4	94 pupils = 3x classes of 31/32 Trial NCETM cycle A	99 pupil = 3x classes of 33 3 classes NCETM cycle B	1x straight year 3 class of 25 2x straight year 4 classes of 25 Y4s complete NCETM cycle A	N/A
Y5	61	43	49	50
Y6	61	61	43	49
Y5/6	2x year 5 classes of 30/31 2x year 6 classes of 30/31	3x year 5/6 classes of 35 NCETM cycle B	3x year 5/6 classes of 31/32 NCETM cycle A	3x year 5/6 classes of 33 NCETM cycle B



Kerry Davies, Executive Headteacher across Bishopthorpe Infants and Archbishop of York's C.E Junior School.

The 5-year-plan was pivotal in supporting us to map out the class structures and therefore decide if we could feasibly take on the two-year rolling programme. With a changing PAN it was crucial that our curriculum could be flexible where necessary between mixed and straight year group classes. We decided to move to 3 classes across both Year 3/4 and Year 5/6 as this provided a more equitable journey through the curriculum for all pupils, rather than having some pupils in mixed age classes and some in straight year classes. It has enabled staff to plan collaboratively and we are confident that all pupils have a sequential learning pathway.

	2024-25	25-26	26-27	27-28	28-29	29-30
<b>R</b>	15 R					
<b>Y1/2</b>	15 Y1	15 Y1				
	15 Y2	15 Y2	15 Y2			
<b>Y3/4</b>	15 Y3	15 Y3	15 Y3	15 Y3		
	15 Y4	15 Y4	15 Y4	15 Y4	15 Y4	
<b>Y5/6</b>	15 Y5	15 Y5	15 Y5	15 Y5	15 Y5	15 Y5
	15 Y6	15 Y6	15 Y6	15 Y6	15 Y6	15 Y6



Lizzie Oates, Maths Subject Lead at Kirkby Malzeard.

Before changing to the two-year rolling programme, writing a projected 5-year plan was important. This allowed leadership to identify any points where the class structure may change and be confident that the children were going to receive a consistent progression in their learning. It also allowed leaders to quickly identify what learning would need to be covered should there be an unexpected change to class structures.

The plan supported us to confidently move to facilitating one R/Y1 class and one straight year 2 class (as exemplified below) instead of having a split Year 1/2 class (as exemplified above). This was more suited to our pedagogical approaches and values within school.

	2024-25	25-26	26-27	27-28	28-29	29-30
<b>R/Y1</b>	15 R					
	15 Y1	15 Y1				
<b>Y2</b>	15 Y2	15 Y2	15 Y2			
<b>Y3/4</b>	15 Y3	15 Y3	15 Y3	15 Y3		
	15 Y4	15 Y4	15 Y4	15 Y4	15 Y4	
<b>Y5/6</b>	15 Y5	15 Y5	15 Y5	15 Y5	15 Y5	15 Y5
	15 Y6	15 Y6	15 Y6	15 Y6	15 Y6	15 Y6