

	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