



Number Bonds in Key Stage 1 at Abbey Hey

Number Bonds Policy

(Declarative Knowledge Focus)

Purpose

At Abbey Hey Primary School, our aim is for all children to become confident, fluent, and secure in their knowledge of number bonds, with this key mathematical knowledge transferred into long-term memory. Number bonds underpin mental arithmetic and provide a strong foundation for future mathematical learning.

We focus on number bonds as declarative knowledge – facts that children know and can recall instantly, without the need to work them out.

Overview

- Number bond practice takes place Monday to Thursday, for 5–7 minutes, separate from the main maths lesson.
- We use the United Learning (UL) 5-Minute Number Bond Strategy.
- Each child learns one number bond every six weeks / half-term to allow for deep understanding and retention.
- A Friday Checker is used weekly to assess and monitor progress over time.

Session Structure

Each daily session is short, focused, and repetitive to encourage fluency:

● Step 1: Teacher Modelling (2–3 minutes)

- The teacher models the number bond alongside a child or the teaching assistant (TA).
- The “I say, you say, we all say” strategy is used to develop oral fluency and embed patterns of number recall.

● Step 2: Partner Practice (2–3 minutes)

- Children work in pairs, practising the number bond focus.
- The teacher circulates, checking for accuracy, adjusting strategies, and providing support or challenge as needed.
- The TA supports children to represent numbers correctly using their fingers, reinforcing physical and visual understanding.

Assessment & Tracking

- Every Friday, children complete a Number Bond Checker to assess their fluency with the current number bond.
- Results are tracked over time to monitor progress and identify children needing further support or intervention.

Progression Through School

Year Group Focus

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| EYFS | Number bonds to 5 and 10 using fingers and concrete resources. |
| Year 1 | Secure fluency in number bonds to 10 and begin bonds to 20. |
| Year 2 | Deepen fluency in bonds to 20 and begin work on bonds within 100. |

Number Bonds - EYFS Approach

In Reception, number bond work begins from Autumn 2, with a clear focus on early number understanding and finger recognition.

- In Autumn 1, children concentrate on developing finger strength and number representation:
 - e.g. "Show me 1", "Show me 3 on your fingers".
- From Autumn 2, Reception pupils begin daily 5-minute number bond sessions, following the same structure as above.

Inclusion and Support

We are committed to ensuring all pupils have access to high-quality number bond teaching:

- Sessions are inclusive and differentiated to meet the needs of all learners.
- Children who require additional support are identified through assessments and supported through targeted interventions.

Monitoring and Review

- The impact of number bond teaching is monitored by the Maths Subject Leader through lesson observations, pupil voice, and progress data.
- This policy is reviewed annually to ensure it remains effective and reflective of best practice.