



Maths Curriculum

Our Maths curriculum follows the White Rose Maths scheme. This provides detailed planning, a clear sequence and strong development with good differentiation, clear challenge and fair pace. Our teachers supplement this with other resources (such as NCETM) and practical activities (such as NRICH) to ensure learning is concrete and progressive. We try as much as possible to link Mathematics concepts and understanding to real life scenarios whilst exposing children to word based problems.

Intent

We understand that Maths is a subject with lots of new concepts, lots of linking ideas, and building on number skills and times tables. As such we use a range of approaches and resources to support children's learning as well as their memory and recall.

Implementation

Fluent in Five – Each morning children from Key Stage One and above will be given 5 minutes to complete a few questions around the four operations. This supports their fluency and ensures skills are fresh and regularly practiced.

Maths Blast – This is where children will be given 4 questions: one from their last Maths lesson, one from their last Maths topic, one from a previous year group, and one from a key area of focus.

Problem Solving – Problem solving and reasoning style questions form part of each lesson. One lesson a week has a specific focus on problem solving skills and reasoning where children tackle multi-step problems, relating to their weeks Maths focus.

Times Tables / Number Bonds – Key Stage One children have access to Numbots and Key Stage Two children have access to TT Rockstars. Both can be played both in school and at home to improve their retention, recall and speed.

STEM sentences – These are sentences used in all Maths lessons to support children with their understanding and vocabulary.

No Pen lesson – Each unit of Maths will involve a no pen lesson. A lesson where all questions and answers are spoken, discussed and debated. A lesson where vocabulary use is a key focus.

Use of manipulatives – We understand the importance of equipment, resources and hands-on learning. All teachers, across all year groups are encouraged to use manipulatives to support their maths teaching and enhance the learning experience.

Impact

At the start of each block of work children will recap the skills previously learnt and recall prior knowledge that links to their new block of work. At the end of each block of work children will sit a mini assessment to gauge their understanding and ensure the new knowledge has been embedded.