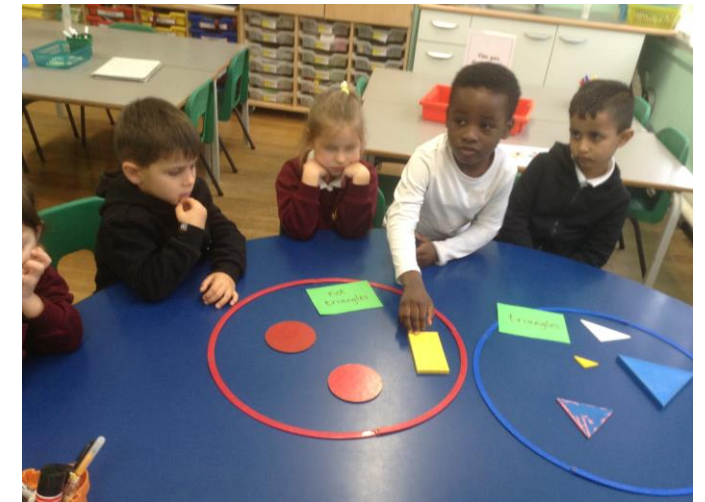
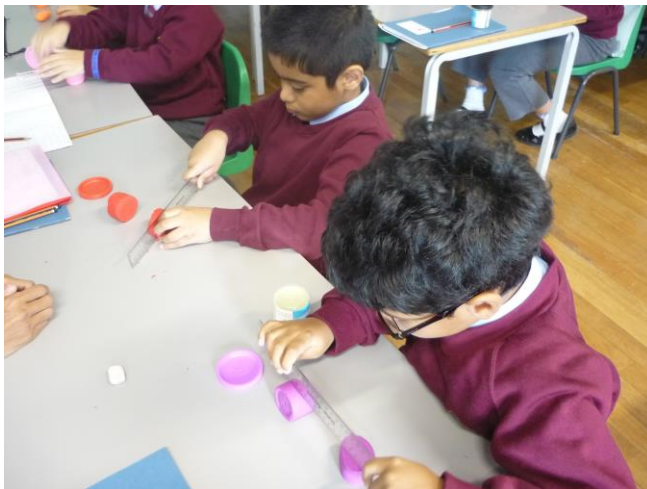




Strategy Statement for Mathematics



Meet the Maths Team



Kim Wilden
Lead Teacher for Maths



Maria Dean
EYFS QTLA Lead (Maths Support)



Rachel Lawrence
KS1 QTLA Lead (Maths Support)



Margo Gaughran
Year 5&6 QTLA lead (Maths Support)

Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

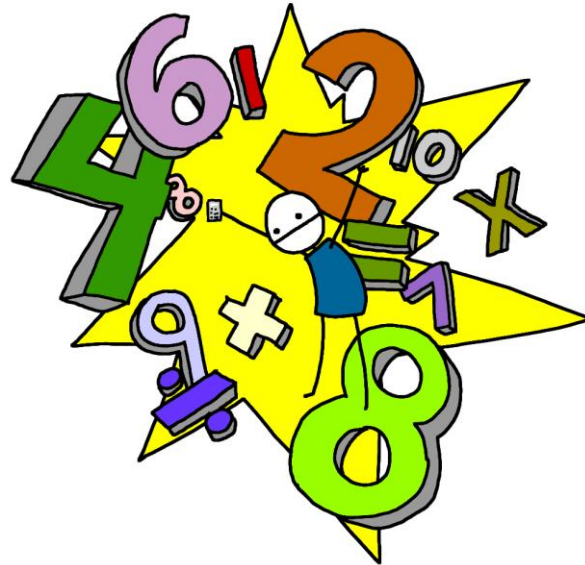
Effective
home/school
and community
partnerships



Statement of Intent

At Becontree Primary School, children are provided with an **engaging** curriculum which helps to foster **enthusiasm** and **enjoyment** for mathematics. At the heart of our teaching, is the importance of developing a positive, 'I can', attitude(linked to Growth Mindset)and self-belief as **mathematicians**. Children understand that mistakes and misconceptions are part of the learning process and that although they may not initially understand a concept, they know that they will as they use the phrase 'I can't do it yet'. As well as teaching maths as a subject in its own right, links are made to **everyday life** and the world around them through problem solving and other whole school events.

Our curriculum is **broad and balanced**, provides **challenge** for all and support for those who need it. Programs of study are **progressive** but are also **revisited**, so that the children develop **long term, embedded knowledge**. We understand that to succeed, the children need to acquire **secure fluency** skills, while at the same time applying these to **reasoning and problem solving** questions. Within the curriculum, we use the 'Concrete, Pictorial and Abstract' approach to support children's learning, where appropriate. This involves children having access to **manipulatives** and shown how to draw simple **representations** of questions to aid their understanding.



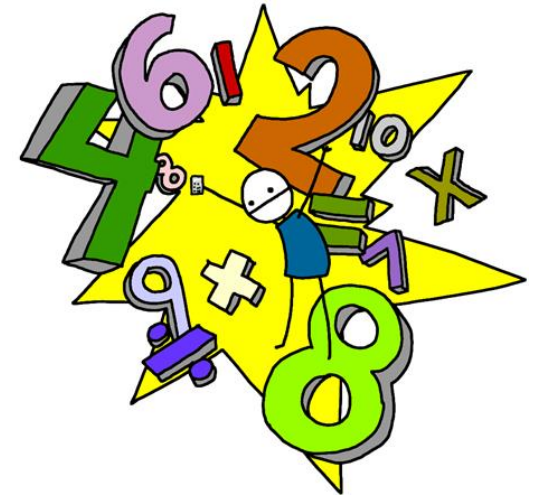
Curriculum Overview- Maths

Ark Maths Mastery

At Becontree Primary School we have adopted a **mastery approach to Mathematics** in order to **deliver the three aims of the National Curriculum**, fluency, reasoning and problem solving. The Mathematics Mastery curriculum is cumulative - each school year begins with focus on the concepts and skills that have the most connections, and this concept is then applied and connected throughout the school year to consolidate learning. This gives pupils the opportunity to 'master maths', by using previous learning throughout the school year. These skills are developed by applying the 3 Dimensions of Depth to teaching and learning:

1. Conceptual understanding
2. Language and communication
3. Mathematical thinking

With Problem solving at the heart of Mathematics teaching and learning.



As children at Becontree Primary School love learning in maths , they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others by providing clear and concise explanation of methods used to the class modelling maths specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	by working together and supporting each other demonstrating they are good learning partners 	working collaboratively on projects engaging in discussions during lessons answering and asking questions 	engaging in self and peer assessment and evaluation of their work encouragement to problem solve and self-improve by striving to achieve their end of year expectations and/or make expected progress 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions by using growth mindset skills e.g. perseverance when faced with a challenging concept, the drive to want to improve their own mathematical ability. 



Reception Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Early mathematical experiences			Pattern and early number		Numbers within 6		Addition and subtraction within 6	Measures	Shape and sorting	Calendar and time
	- Classifying objects based on one attribute - Matching equal and unequal sets - Comparing objects and sets - Ordering objects and sets			- Recognise, describe, copy and extend colour and size patterns - Count and represent the numbers 1 to 3 - Estimate and check by counting		- Count up to six objects. - One more or one fewer - Order numbers 1 – 6 - Conservation of numbers within six		- Explore zero - Explore addition and subtraction	Estimate, order, compare, discuss and explore capacity, weight and lengths	- Describe, and sort 3-D shapes - Describe position accurately	- Days of the week, seasons - Sequence daily events
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring	Numbers within 10			Addition and subtraction within 10		Numbers within 15		Grouping and sharing		Numbers within 20	Doubling and halving
	- Count up to ten objects - Represent, order and explore numbers to ten - One more or fewer, one greater or less			Explore addition as counting on and subtraction as taking away		- Count up to 15 objects and recognise different representations - Order and explore numbers to 15 - One more or fewer		- Counting and sharing in equal groups - Grouping into fives and tens - Relationship between grouping and sharing		- Count up to 10 objects - Represent, order and explore numbers to 15 - One more or fewer	- Doubling and halving - Relationship between
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Summer	Shape and pattern		Addition and subtraction within 20		Money		Measures		Depth of numbers within 20		Numbers beyond 20
	- Describe and sort 2-D and 3-D shapes - Recognise, complete and create patterns		- Commutativity - Explore addition and subtraction - Compare two amounts - Relationship between doubling and halving		- Coin recognition and values - Combinations to total 20p - Change from 10p		- Describe capacities - Compare volumes - Compare weights - Estimate, compare and order lengths		- Explore numbers and strategies - Recognise and extend patterns - Apply number, shape and measures knowledge - Count forwards and backwards		- One more one less - Estimate and count - Grouping and sharing

Pick up where you left off
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The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Year 1 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Numbers to 10		Addition and subtraction within 10		Shape and patterns		Numbers to 20		Addition and subtraction within 20	
	• Represent, compare and explore numbers within 10 • One more and one less • Doubling and halving		• Represent and explain addition and subtraction • Commutativity • Addition and subtraction facts		• Identify, describe, sort and classify 2-D and 3-D shapes • Investigate repeating patterns • Use and follow instructional and positional language		• Identify, represent, compare and order numbers to 20 • Doubling and halving • One more and one less		• Represent and explain addition and subtraction strategies including 'Make Ten' • Use known facts to add and subtract	
Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Time		Exploring calculation strategies within 20	Numbers to 50		Addition and subtraction within 20		Fractions	Measures: Length and mass	
	• Read, write and tell the time to o'clock and half past on analogue clock • Sequencing daily activities • Whole and half turns linked to time		• Model, explain and choose addition and subtraction strategies	• 2-digit numbers – represent, sequence, explore, compare. • Count in 2s, 5s and 10s • Describe and complete number patterns		• Illustrate, explain and link addition and subtraction with equations • Apply 'Make Ten' strategy • Use language to quantify and compare difference		• Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or object • Find $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity	• Compare and measure lengths and mass using cm and kg • Doubling and halving	
Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Numbers 50 to 100 and beyond		Addition and subtraction		Money		Multiplication and division		Measures: Capacity and volume	
	• Read, write, represent, compare and order numbers to 100 • One more / fewer, ten more / fewer • Identify number patterns		• Explore addition and subtraction involving 2-digit numbers and ones • Represent and explain addition and subtraction with regrouping • Investigate number bonds within 20		• Name coins and notes and understand their value • Represent the same value using different coins • Find change		• Share equally into groups • Doubling • Link halving to fractions • Add equal groups • Explore arrays		• Compare capacities, volumes and lengths • Explore litres • Apply understanding of fractions to capacity	



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Year 2 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Numbers within 100		Addition and subtraction of 2-digit numbers		Addition and subtraction word problems		Measures: Length		Graphs	Multiplication and division: 2, 5, and 10		
	- Read, write, represent, partition, compare and order numbers to 100 - Explore patterns including, odds and evens, tens and ones		- Apply number bonds to add and subtract - Represent and explain addition and subtraction of two 2-digit numbers. - Add three 1-digit numbers		- Introduction to bar models as a representation - Create, label and sketch bar models		- Draw and measure lengths in centimetres - Use <, > and = to compare and order lengths in metres and centimetres		Represent and interpret: pictograms, block diagrams, tables and tally charts.	- Calculate the times tables of 2, 5, and 10 by skip counting - Relate the 2 times table to doubling - Explore representations of multiplication and division - Commutativity		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring	Time		Fractions		Addition and subtraction of 2-digit numbers		Money		Face, shapes and patterns; lines and turns		
	- Tell the time on an analogue clock: quarter past, quarter to and five minute intervals - Calculate durations of time in minutes and seconds - Sequence daily events - Minutes in an hour and hours in a day		- Part-whole relationships - Fractions as part of a whole or a whole set - Relate to division - Equivalent fractions		Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies		- Recognise coins and notes - Use £ and p accurately - Add and subtract amounts - Calculate change		- Explore, sort and describe 2-D shapes - Lines of symmetry in 2-D shapes - Identify 2-D shapes on 3-D shapes - Compare and sort 2-D and 3-D shapes - Use language to describe position, direction and rotation to follow a route		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Summer	Numbers within 1000		Measures: Capacity and volume		Measures: Mass		Exploring calculation strategies		Multiplication and division: 3 and 4
	- Represent in different ways - Compare using symbols - Read scales		- Read and measure temperature - Estimate, measure and understand litres and millilitres - Compare and order capacities		Weigh and compare masses in kilograms and grams		- Apply addition and subtraction strategies to solve equations - Illustrate and explain addition and subtraction using column method		- Multiplication and division facts for 3 and 4 - Relate 4 times table to doubling the 2 times tables - Describe, interpret and represent using arrays and bar models - Recognise inverse relationship



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

ArkCurriculum+

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Year 3 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Number sense and exploring calculation strategies			Place value		Graphs	Addition and subtraction			Length and perimeter	
	•Read, write, order and compare numbers to 100 •Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference •Derive new facts from a known fact			•Read, write, represent, partition, order and compare 3-digit numbers •Find 10 and 100 more or less •Round to the nearest multiple of 10 and 100		•Collect, interpret and present data using charts and tables	•Develop and use a range of mental calculation strategies •Illustrate and explain formal written methods – column method			•Measure, draw and compare lengths •Add and subtract lengths •Calculate perimeter	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Multiplication and division		Deriving multiplication and division facts			Time		Fractions		
	•Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10 •Multiplicative structures: equal groups/parts, change and comparison, correspondence problems •Relationships: commutativity and inverse		•Multiply and divide by 10 and 100 •Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations •Divide 2-digit by a 1-digit			•Tell, record, write and order the time analogue and digital •12-hour, a.m., p.m. •Measure, calculate and compare durations		•Part-whole relationships •Fractions as part of a whole or a whole set and as a number •Add, subtract, compare and order fractions		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Summer	Angles and shape			Measures			Securing multiplication and division	Exploring calculation strategies and place value	
	•Identify angles including right angles and recognise as a quarter of a turn •Identify and draw parallel and perpendicular lines •Draw/make, classify and compare 2-D and 3-D shapes •Measure the perimeter			•Read scales with different intervals when measuring mass and volume •Weigh and compare masses and capacities with mixed units •Estimate mass and capacity			•Recall and use multiplication and division facts for 6 and 8 times table	•Add and subtract mentally •Find 10, 100 and 1000 more or less •Order and compare beyond 1000 •Round numbers	



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Year 4 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Reasoning with large numbers		Addition and subtraction			Multiplication and division			Discrete and continuous data	
	•4-digit place value. Read, write, represent, order and compare •Find 10, 100 or 1000 more or less •Round numbers to the nearest 10, 100 or 1000		•Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping			•Distributive property including multiplying three 1-digit numbers •Mental multiplication and division strategies using place value and known and derived facts •Short multiplication and division			•Read, interpret and construct pictograms, bar charts and time graphs •Compare tables, pictograms and bar charts	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring	Securing multiplication facts	Fractions				Time	Decimals			Area and perimeter	
	•Identify and explore patterns in multiplication tables including 7 and 9	•Explore different interpretations and representations of fractions •Equivalent fractions •Represent fractions greater than one as mixed number and improper fractions •Add and subtract fractions with the same denominator including fractions greater than one				•Analogue to digital, 12-hour and 24-hour •Convert between units of time	•Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places •Multiply and divide by 10 and 100 including decimals			•Perimeter of rectangles and rectilinear figures •Area of rectangles and rectilinear and compare •Investigate area and perimeter	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Summer	Solving measures and money problems			Shape and symmetry			Position and direction	Reasoning with pattern and sequences		3-D shape
	•Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically			•Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry			•Describe and plot using coordinates •Describe translations	•Roman numerals up to 100 •Place value of other number systems •Number sequences and patterns		•Use understanding of 3-D shapes •Identify 3-D shapes from 2-D representations



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Year 5 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Reasoning with large whole integers		Integer addition and subtraction		Line graphs and timetables		Multiplication and division			Perimeter and area
	• Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M		• Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies		• Complete, read and interpret data presented in line graphs • Read and interpret timetables including calculating intervals		• Identify multiples and factors • Investigate prime numbers • Multiply and divide by 10, 100 and 1000 (integers) • Derived facts • Illustrate and explain formal multiplication and division strategies such as short and long • Use a range of mental calculation strategies			• Investigate area and perimeter of rectilinear shapes • Estimate area of non-rectilinear shapes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Fractions and decimals			Angles		Fractions and percentages			Transformations	
	• Read, write, order and compare decimals • Round decimals to the nearest whole number • Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) • Calculate fractions of amounts			• Classify, compare and order angles • Measure and draw angles with a protractor • Understand and use angle facts to calculate missing angles		• Add, subtract fractions with denominators that are multiples of the same number • Multiply fractions (and mixed numbers) by a whole number • Explore percentage, decimal, fractions equivalence			• Coordinates in all four quadrants • Translation and reflection • Calculate intervals across zero as a context for negative numbers	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Summer	Converting units of measure		Calculating with whole numbers and decimals			2-D and 3-D shape		Volume	Problem solving	
	• Convert between metric units of length, mass and capacity and units of time • Know and use approximate conversion between imperial and metric		• Mental strategies to add and subtract involving decimals • Formal written strategies to add, subtract and multiply involving decimals • Multiply and divide by 10, 100 and 1000 involving decimals • Derive multiplication facts involving decimals			• Classify 2-D shapes and reason about regular and irregular polygons • Properties of diagonals of quadrilaterals • Classify 3-D shapes • 2-D representations of 3-D shapes.		• Use cube numbers and notation • Estimate volume • Convert units of volume	• Negative numbers and calculating intervals across zero • Calculating the mean • Interpret remainders • Investigate numbers: consecutive, palindromic, multiples	



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Year 6 Curriculum Map

The first two units need to be taught before any other units as these cover place value and the four operations and ensure firm foundations for the rest of the learning. The remaining units can be taught in any order with the following caveats:

- The first five lessons of the first Fractions unit should be taught prior to learning on calculating with fractions.
- The Proportion problems unit should only be taught after the units on fractions, decimals and percentages.

1) Integers and decimals (10 lessons)	2) Multiplication and division (15 lessons)	3) Calculation problems (10 lessons)	4) Fractions (10 lessons)	5) Missing angles and length (5 lessons)
• Represent, read, write, order and compare numbers up to ten million • Round numbers, make estimates and use this to solve problems in context • Solve multi-step problems involving addition and subtraction	• Identify and use properties of number, focusing on primes • Multiply larger integers and decimal numbers using a range of strategies • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately • Illustrate and explain formal multiplication and division strategies	• Understand the use of brackets • Use knowledge of the order of operations to carry out calculations • Generate and describe linear number sequences • Express missing number problems algebraically • Solve equations with unknown values	• Deepen understanding of equivalence • Order, simplify and compare fractions, including those greater than one • Recall equivalence between common fractions and decimals • Find decimal quotients using short division • Add and subtract fractions	• Compare and classify a range of geometric shapes • Use angle facts to find unknown angles

6) Coordinates and shapes (10 lessons)	7) Fractions (5 lessons)	8) Decimals and measure (15 lessons)	9) Percentage and statistics (10 lessons)	10) Proportion problems (10 lessons)
• Draw a range of geometric shapes using given dimensions and angles • Describe, draw, translate and reflect shapes on a co-ordinate plane • Recognise and construct 3-D shapes • Name and illustrate parts of a circle	• Represent multiplication involving fractions • Multiply two proper fractions • Divide a fraction by an integer	• Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units • Calculate the area of parallelograms and triangles • Calculate, estimate and compare the volume of cuboids	• Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalence of fractions, decimals and percentages • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts	• Use fractions to express proportion • Identify ratio as a relationship between quantities and as a scale factor • Unequal sharing involving ratio



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

Equality Mission Statement (Equality Act 2010)

"We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, Respecting One Another."

Within our school, we have a high percentage of children who speak English as an additional language. This has an impact on their understanding of the language used within reasoning and problem solving questions. To aid this, we have a focus on mathematical vocabulary and then gradually build the complexity of worded problems to support them in understanding the language used.

We ensure that the resources used include all protected characteristics. e.g. scenarios within worded problems, names and images used etc

To ensure that we are working towards closing the gap between the attainment of boys and girls (especially within EYFS and KS1) by planning activities which engage boys and selecting specific children for intervention groups.



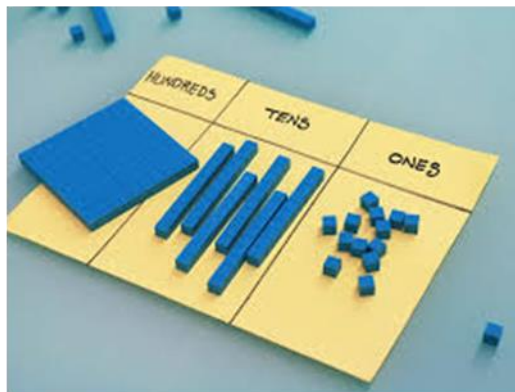
What does a mathematician do?

Develop new mathematical principles
Understand relationships between existing principles
Solve real-world problems

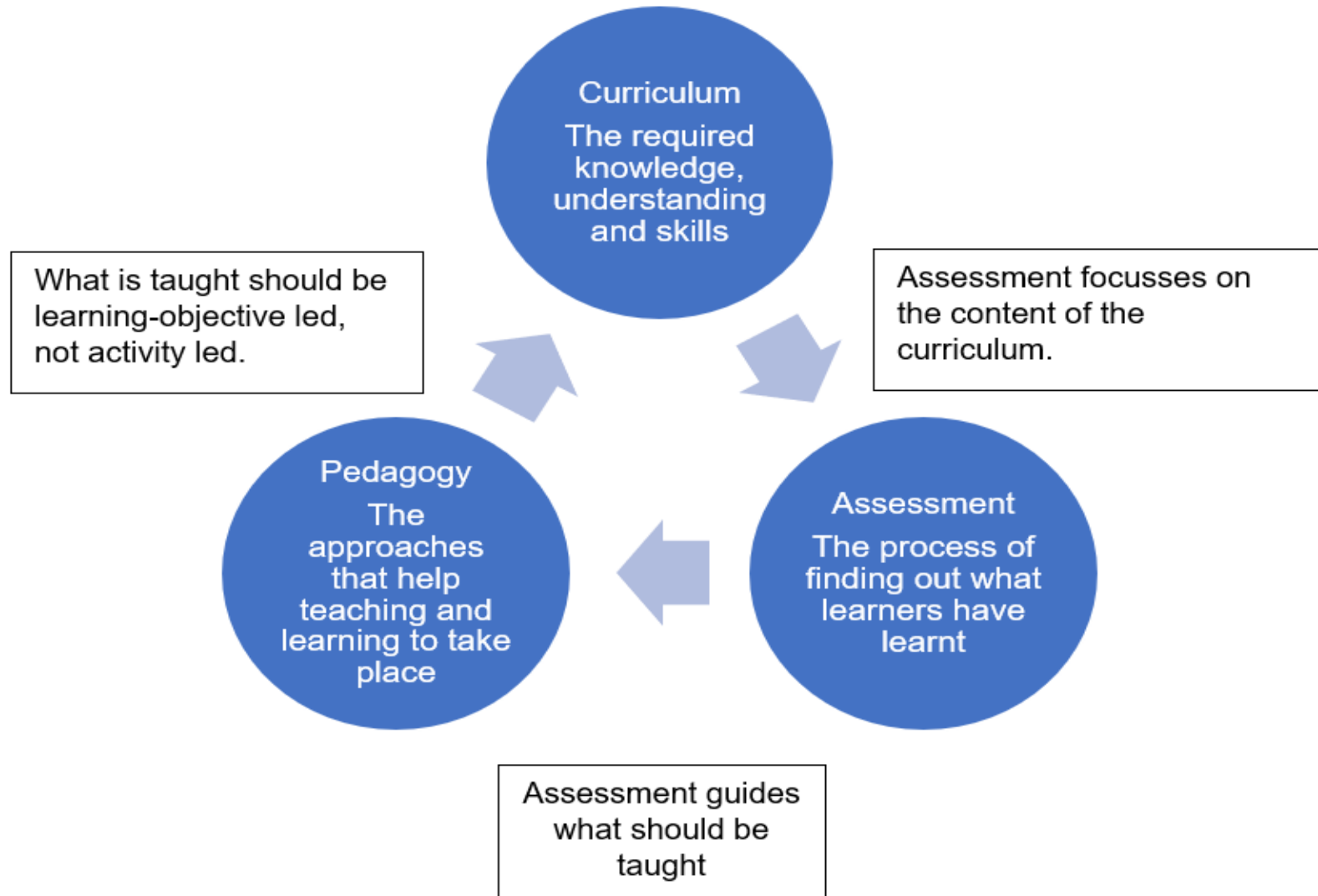
How do we encourage children to become mathematicians?

We ask them:

- To look for patterns
- To ask questions
- To test theories
- To work in systematic ways
- To estimate
- To check their answers
- To use mathematical language



Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- Nursery – one whole class lesson weekly
- Reception maths lessons taught Tue to Fri for 30 mins including follow up activities
- Years 1 maths lessons are taught for 1 hour daily.
- 2- 6 maths lessons are taught for 1 hour daily
- Year 6 have an additional 45mins arithmetic session weekly
- Children are taught in mixed attainment classes
- Additional daily KIRF sessions after lunch are planned.
- Two -three, 15 min Maths Meeting is planned weekly.
- In nursery there is one adult directed maths session per week. Adults leading the session will identify any children that need further support and will work with them 1:1 or in small groups after. Adults use a maths rich vocabulary when engaging in conversation with children.
- Reception have 4 adult directed maths sessions per week. Following each maths lesson, all children will work with the teacher once a week and record in their books (this activity will link to the lesson that was taught at the start of the week). Whilst the children work with the teacher completing book work, the rest of the children engage in child-initiated learning. Following on from lessons each day, adults will work with any children that were identified as needing further support
- We use Ark Maths Mastery as our maths
- Year 6 use Ark Maths Mastery in terms 1 and 2. They also use a variety of other resources throughout the year which allows them to prepare the children for the Standard Assessment Tests(SAT's).
- There is a shared expectation of what a maths lesson must include and how much time is spent on each section . (Planning folder)
- Long term and Medium term plans are taken from Ark to map out progression of knowledge and skills based on the National Curriculum 2014.
- Objectives are arranged in blocks to ensure concepts are developed and build on long term memory.

Teaching and Learning Approach (Pedagogy) and Curriuculm

Vocabulary / Questioning	• Vocabulary is displayed in the classroom • Teacher and children echo vocabulary. • Teachers ensure they use and correct mathematical vocabulary while teaching. • Teachers challenge incorrect use of vocabulary. • Teachers use a range of types of questioning to ask pupils to explain verbally the thinking behind their answers.
Prior learning	• Before the start of each unit, teachers conduct a Pre-unit quiz. • Teachers identify which questions where poorly answered and then select a booster lesson which is taught before the next unit. • Teachers are provided with medium term plan overviews for all year groups • Teachers are provided with our calculation policy which explains how strategies progress through the school
Developing Teacher Subject Knowledge	• In school, and external, training and development opportunities • Shared practice – including modelling, working with teachers to look at planning of teaching and observing experienced teachers • The scheme is developed to support teachers with different levels of experience. • Learning Exploration Reviews are used to identify areas for further development.
Enrichment opportunities	• Special days e.g. Maths Rockstars Day / NSPCC Number Day • Cultural Capital in maths - Links within PSHE curriculum - Fiver challenge project in year 5 - Worded problems related to real life situations • Weekly Times Tables Battles – winners announced in assembly.

Evidencing Learning Outcomes

- Ongoing Formative Assessment.
- Checking Prior Learning referring to curriculum folder. (Have a Go approach)
- Exit tasks to check End points. Teachers use a variety of methods to do this:
 - Abacus end of half term assessments
 - Work in books
 - Class discussions and work on white boards
 - Referring to marking and feedback record notes
- Display boards in classrooms and corridors reflect a selection of year groups topics.

Parent and Community Links

- Parent workshops to give advice on how to aid children's learning.
- Parents evening twice a year.
- Annual report in July.
- Termly curriculum letter with maths objectives.

Home Learning

- Times tables Rock stars subscription.
- Maths CGP books available to purchase, with links on the website to guide use.
- Home Learning Booklets set out expectations for different year groups and activities to do.
- Lunch time club for children with no access at home.

Pupil Voice



Sometimes I find
maths hard but I
never give up.

I like enjoy having
TTRS battles against
other classes.

I love working with a
partner in maths
lessons. We help each
other.

My teacher helps me if I
don't understand .

We have lots of fun
when we have
Maths Days.



Maths Day/NSPCC
Number Day

