



# St Bede's Catholic Primary School

In Christ's kindness... We learn, we pray, we belong.

## Mathematics Curriculum Overview

### Intent

At St Bede's, we believe that consistent and persistent practice of key skills is at the heart of ensuring life-long learning. We believe in the importance of developing core skills in use of number and the key number operations (+, -, x, ÷) as a means to improve children mathematical knowledge and their ability to apply mathematics to the world around them. We are committed to ensuring that children can recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. These skills are embedded within Maths lessons and developed consistently over time on a regular basis. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

### Implementation

We use White Rose Maths and a variety of other resources to ensure that every child develops an understanding and enthusiasm for Maths. Teachers carefully plan open ended, challenging mastery questions which enable our children to make connections, identify patterns and draw conclusions about Mathematical concepts and problem solving. We believe that this Mastery based approach enthuses children in Maths and ensures they can master and apply Mathematical skills and concepts which enable them to continue learning as they progress through school and beyond.

We ensure that Maths is studied daily. The main maths lesson will usually consist of a mental or oral starter activity. This may take the form of a fluency activity, such as times tables or a starter reasoning problem. The structure of the lesson will then depend on the activity. We want to ensure that learning is tailored to the children's needs.

In Focus activity. This will generally lead to a class or group discussion. Children will then work on a Guided Practice activity, where they will work either individually or with an adult. At this point the children will work at their own pace.

The three key aspects of fluency, reasoning and problem solving are integral to all planning and practise in maths. The children are given the opportunity for varied and frequent practice of their maths skills, with the focus on recalling and applying their knowledge rapidly and accurately. Reasoning is incorporated in our lessons as our children need to be able to describe, explain, convince, justify and prove their thinking, to be successful in this subject. Challenging and targeted questioning and modelled thinking by teachers is used to create an atmosphere of challenge and high expectation. Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Correct mathematical vocabulary is an essential part of each lesson and the children need to understand this within the area they are studying and be able to make rich connections across other areas within this subject. Each lesson provides children with the opportunity to reason through their ideas, use their mathematical language to explore a line of enquiry and problem solve routine and non-routine problems.

Through our math's curriculum we aim to develop problem-solvers of the future and build resilience in our children, embedding essential skills that they can use in all aspects of their learning. We also offer a wealth of enrichment activities to promote maths within our children's lives including extra-curricular maths activities and dedicated maths days in school.

We aim to encourage the deepest of learning for our children so that their knowledge can be transferred and applied in many contexts including other subjects e.g. science and art and their everyday lives.

Book trawls, teacher observations, pupil interviews, learning walks, focussed marking and continued assessment in class of every child ensures that teaching is responsive, targeted and effective - at all times, for all children, including those with special educational, physical or emotional needs.

A framework of continued professional development and support exists for all teaching staff, so that they possess the confidence and subject knowledge to deliver their lessons effectively. A wide variety of resources and equipment to support learning in Maths is available. Interactive Whiteboards in all teaching areas ensures that electronic teaching materials and visual aids are always available to enhance understanding in the subject. Physical and practical resources are also available in all teaching areas.

Teaching space within the school is maximised and wherever possible, teaching occurs in a group setting rather than to a whole class. Regular Maths fun days and activities keep the profile high and the enthusiasm for the subject alive. Cross curricular links, home-school partnerships and parent workshops foster an appreciation for Maths beyond the Maths lesson.

## Reception Class

	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 term	Getting to know you		<b>Match, sort and compare</b> <small>FREE TRIAL</small> <a href="#">VIEW</a>	<b>Talk about measure and patterns</b> <a href="#">VIEW</a>	<b>It's me 1, 2, 3</b> <a href="#">VIEW</a>		<b>Circles and triangles</b> <a href="#">VIEW</a>		<b>1, 2, 3, 4, 5</b> <a href="#">VIEW</a>		<b>Shapes with 4 sides</b> <a href="#">VIEW</a>	
Spring term	<b>Alive in 5</b> <a href="#">VIEW</a>	<b>Mass and capacity</b> <a href="#">VIEW</a>	<b>Growing 6, 7, 8</b> <a href="#">VIEW</a>	<b>Length, height and time</b> <a href="#">VIEW</a>	<b>Building 9 and 10</b> <a href="#">VIEW</a>		<b>Explore 3-D shapes</b> <a href="#">VIEW</a>					
Summer term	<b>To 20 and beyond</b> <a href="#">VIEW</a>	<b>How many now?</b> <a href="#">VIEW</a>	<b>Manipulate, compose and decompose</b> <a href="#">VIEW</a>	<b>Sharing and grouping</b> <a href="#">VIEW</a>	<b>Visualise, build and map</b> <a href="#">VIEW</a>		<b>Make connections</b> <a href="#">VIEW</a>	<b>Consolidation</b>				

Year 1

	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	Number <b>Place value (within 10)</b>					Number <b>Addition and subtraction (within 10)</b>					Geometry Shape	Consolidation
Spring	Number <b>Place value (within 20)</b>			Number <b>Addition and subtraction (within 20)</b>			Number <b>Place value (within 50)</b>		Measurement <b>Length and height</b>		Measurement <b>Mass and volume</b>	
Summer	Number <b>Multiplication and division</b>			Number <b>Fractions</b>		Geometry <b>Position and direction</b>	Number <b>Place value (within 100)</b>		Measurement <b>Money</b>	Measurement <b>Time</b>		Consolidation

Year 2

	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	Number <b>Place value</b>				Number <b>Addition and subtraction</b>				Geometry <b>Shape</b>			
Spring	Measurement <b>Money</b>	Number <b>Multiplication and division</b>					Measurement <b>Length and height</b>		Measurement <b>Mass, capacity and temperature</b>			
Summer	Number <b>Fractions</b>			Measurement <b>Time</b>			<b>Statistics</b>		Geometry <b>Position and direction</b>		<b>Consolidation</b>	

Year 3

	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	Number <b>Place value</b>			Number <b>Addition and subtraction</b>				Number <b>Multiplication and division A</b>				
Spring	Number <b>Multiplication and division B</b>			Measurement <b>Length and perimeter</b>			Number <b>Fractions A</b>		Measurement <b>Mass and capacity</b>			
Summer	Number <b>Fractions B</b>		Measurement <b>Money</b>		Measurement <b>Time</b>			Geometry <b>Shape</b>		Statistics		Consolidation

Year 4

	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	Number <b>Place value</b>				Number <b>Addition and subtraction</b>			Measurement <b>Area</b>	Number <b>Multiplication and division A</b>			Consolidation
Spring	Number <b>Multiplication and division B</b>			Measurement <b>Length and perimeter</b>	Number <b>Fractions</b>				Number <b>Decimals A</b>			
Summer	Number <b>Decimals B</b>	Measurement <b>Money</b>	Measurement <b>Time</b>	Consolidation	Geometry <b>Shape</b>		Statistics	Geometry <b>Position and direction</b>				

Year 5

	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	Number <b>Place value</b>			Number <b>Addition and subtraction</b>		Number <b>Multiplication and division A</b>			Number <b>Fractions A</b>			
Spring	Number <b>Multiplication and division B</b>			Number <b>Fractions B</b>		Number <b>Decimals and percentages</b>			Measurement <b>Perimeter and area</b>		Statistics	
Summer	Geometry <b>Shape</b>			Geometry <b>Position and direction</b>		Number <b>Decimals</b>			Number <b>Negative numbers</b>	Measurement <b>Converting units</b>		Measurement <b>Volume</b>



Year 6

	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	Number <b>Place value</b>		Number <b>Addition, subtraction, multiplication and division</b>				Number <b>Fractions A</b>		Number <b>Fractions B</b>		Measurement <b>Converting units</b>	
Spring	<b>Ratio</b>		<b>Algebra</b>		Number <b>Decimals</b>		Number <b>Fractions, decimals and percentages</b>		Measurement <b>Area, perimeter and volume</b>		<b>Statistics</b>	
Summer	Geometry <b>Shape</b>			Geometry <b>Position and direction</b>	Themed projects, consolidation and problem solving							

## **Impact**

The impact of the high-quality Maths education that we provide can be evidenced in a number of ways. The enthusiasm, confidence, understanding and ability of our children, in Maths is reflected in their positive assessment and test results. EYFS, KS1 and KS2 are broadly in line or above local and national averages. Each year data is analysed and any areas for improvement identified and addressed. Children talk enthusiastically about the subject and can show resilience and tenacity in dealing with more complex problems. They have a greater ability to reason mathematically and they have a wider understanding of concepts and methods to draw upon, when solving problems. Finally, they carry with them the knowledge that they are Mathematicians. The skills and enthusiasm they have acquired at St Ambrose Barlow Catholic Primary School, will be carried into further education and beyond and will give them an appreciation and confidence in Maths that will stay with them in adulthood.