Whittingham Primary Academy
The best in everyone™
Part of United Learning

Maths Overview

Curriculum Intent	**How do you ensure consistent delivery across all key stages?**
When our pupils leave Whittingham, they will have established a love for mathematics with a solid foundation to enable them to use their mathematical skills and knowledge confidently in a range of different contexts. Therefore, when teaching mathematics, our curriculum aims to deliver the National Curriculum with a focus on developing mathematical fluency, reasoning and problem solving at its core with the use of White-Rose Maths and Rosenshine's Principles to support our planning and implementation. We adopt a 'mastery' approach to teach Maths; pupils learn in small steps through whole-class interactive teaching and all pupils are provided the opportunity to practise and deepen their understanding of a mathematical concept to secure their knowledge and foster their independence.	We teach the National Curriculum and use White Rose Maths to support our planning. Teachers teach using our framework for the delivery of lessons which ensures consistency across the year groups. Teachers are provided with CPD to support and develop their practice. **How does the curriculum cater for disadvantaged, SEND and minority group students?** Our curriculum aims to provide an inclusive approach to the teaching of maths with specific strategies that benefit all students. These include a concrete-pictorial- abstract approach (including manipulatives and visual aids), structured scaffolding (which breaks down tasks into smaller, manageable steps) and planning adjustments that occur as a result of robust assessment for learning. For some of our pupils, we adjust our curriculum to ensure everyone makes progress from their starting points. We use online platforms like TTRS, Numbots, Mirodo and SATs Companion to support pupils develop their mathematical fluency in school and at home. **How does the curriculum embed prior knowledge and aid long term retention of knowledge?** Our curriculum is designed to ensure pupils build a deep, cumulative understanding of maths that they can recall over time. This includes following a mastery approach where concepts are broken down into small, manageable steps which prevent cognitive overload. We emphasize depth over speed which allows students to full grasp foundational concepts before progressing which improves retention. We use a spiral curriculum where concepts are revisited and expanded upon over time helping to reinforce earlier learning and preventing knowledge gaps. Furthermore, our curriculum uses interleaving to revisit different but related concepts throughout the year and focuses on developing pupils' fluency through daily practise to build automaticity. Finally, we use reviews at the start of our maths lessons to recap linked, previous learning and use early morning opportunities to review content from previous learning from the day, week, term and year prior.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	1.Baseline 2.To form the number 1 and count objects to 1. 3.Number recognition 4.To form the number 2 in the air and count object up to 2. 5.To form the number 3 and count objects up to 3. 6.To show an interest in shapes and space. To name some common shapes	1.To form the number 4 and count object up to 4. 2 To form the number 5 and count object up to 5. 3.To explore forming numbers 1-5. 4.To begin using the language of size. 5.Number names Numbers 1-5 Numbers in order Number formation 6.Looking at numbers in a different arrangement of dots.	1.Match numeral to quantity 1-5 2.Sing and repeat number rhymes 3. To represent numbers 4.Comparing amounts of objects 5. Positional language	1.To begin to use language of weight 2.Create and extend patterns 3.Visual timetable: describe a sequence of events 4.To begin using language to describe length 5.To begin to subitise to 3 6.Explore mathematical problems with numbers up to 5	1. Group objects 2. Represent numbers using fingers 3. Number recognition 4. Subitising 5. Begin describing shapes	1. More/less 2. Number formation 3. Ordering 4. Number recognition 5.Counting and beginning to use 1-1 correspondence
R	1) Getting to know know you 2) Match sort and compare 3) Talk about measure and pattern 4) It's me 1,2,3	1) Circles and triangles 2) 1,2,3,4,5 4) Shapes with 4 sides	1) Alive in 5 2) Growing 6,7,8 3) Mass and Capacity	1) Length, height and time 2) Building 9 and 10 Explore 3-D shapes	1) To 20 and beyond 2) How many now? 3) Manipulate, compose and decompose	1) Sharing and grouping 2) Visualise, build and map 3 Make connections
1	1) Place value (within 10) 2) Addition and subtraction	1) Addition and subtraction 2) Shape	1) Place value (within 20) 2) Addition and Subtraction	1) Length and height 2) Mass and volume	1) Multiplication and division 2) Fractions	1) Place value (within 100) 2) Money 3) Time

			3) Place value (within 50) 4) Place value (within 50)		3) Position and direction	
2	1) Place Value 2) Addition and Subtraction	1) Addition and Subtraction 2) Shape 3) Money	1) Money 2) Multiplication and Division	1) Length and height 2) Mass, capacity and temperature	1) Fractions 2) Time	1) Statistics 2) Position and direction
3	1) Place value 2) Addition and Subtraction	1) Addition and subtraction 2) Multiplication and Division A	1) Multiplication and division 2) Length and Perimeter	1)Fractions A 2) Mass and Capacity	1) Fractions B 2) Money 3) Time	1) Shape 2) Statistics
4	1) Place value 2) Addition and subtractions	1) Area 2) Multiplication and Division A	1) Multiplication and Division B 2) Length and Perimeter	1) Fractions 2) Decimals A	1) Decimals B 2) Money 3) Time	1) Shape 2) Statistics 3) Position and direction
5	1) Place value Addition and subtract 2) Multiplication and Division	1) Multiplication and division A 2) Fractions A	1) Multiplication and division B 2) Fractions B	1) decimals and percentages 2) perimeter and area 3) Statistics	1) Shape 2) Position and direction 3) Decimals	1) Negative numbers 2) Converting units 3) Volume
6	1) Place value 2) Four operations	1) Fractions 2) Decimals	1) FDP 2) Measurement (converting units and Area, perimeter and Volume)	1) Ratio 2) Algebra 3) Statistics 4) Position and direction	1) Shape 2) position and direction 3) Review	Themed projects, consolidation and problem solving/