



## Maths at Churchstanton Primary School

### Statement of Intent

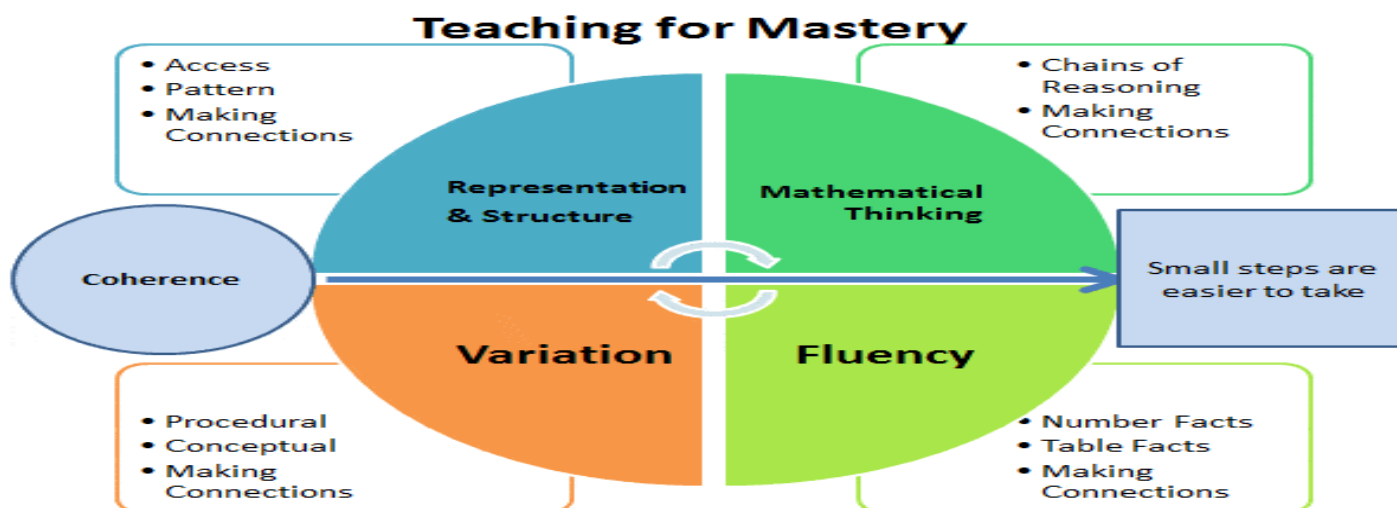
At Churchstanton Primary School, we understand the importance of becoming fluent in the fundamental understanding of mathematical processes and strategies. Our aim is to support the children in their understanding of maths in the wider world and to encourage them to use their mathematical skills and knowledge confidently in a variety of different contexts.

Our school is committed to developing our children's curiosity and love of maths through positive experiences that allow all children to succeed in the subject. By embedding maths in real life situations and by using the retrieval approach to learning, we encourage our children to ask meaningful questions, reason mathematically, recognise patterns and draw well thought out and detailed conclusions.

Children are given daily opportunities to express their learning and are able to orally recount learning using a range of full mathematical sentences and key related vocabulary. This includes articulating how they have solved a problem using efficient representations or calculations devised over a period of time.

### Implementation

At Churchstanton Primary school, a Maths Mastery approach is used to consolidate the building blocks that children need to study maths successfully and to a high level as illustrated in the model below:



Children study Maths, daily covering a broad and balanced mathematical curriculum, in line with the guidance outlined in the White Rose primary curriculum. Alongside daily maths sessions, the children engage in morning mathematical tasks to build on their working memory, such as the Daily 10, and whole class times table activities derived from the Ashleigh Down Times Tables scheme as well as TT Rockstars. Due to the interconnected nature of maths, we teach through a cross-curricular approach to embed the practical application of maths skills. We believe that experience based, tactile opportunities to explore the connections within maths is fundamental in establishing links across the different topic areas and encourages our children to use mathematical language throughout the subject.

We aim for each child to be confident in developing their ability to use this knowledge to establish a greater depth understanding to tackle fluency based, problem solving and reasoning questions. We use a range of resources throughout the school to ensure the needs of all children are met.

**EYFS**

In Early Years, Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

Across the school pupils are taught:

**Reception**

**Autumn**



Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Getting to Know You</b>  Opportunities for settling in, introducing the areas of provision and getting to know the children.  Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

# Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Spatial Awareness Patterns		

# Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

## Year 1

### Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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 <b>Shape</b>	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

### Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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>			Statistics		Geometry <b>Position and direction</b>		Consolidation	

## Year 3

### Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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

### Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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

### Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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

### Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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**

Throughout each lesson formative assessment takes place and feedback is given verbally to ensure they are meeting the specific learning objective. Teacher's then use this assessment to influence their planning and teaching to ensure each child progresses. This is monitored through pupil voice, book scrutinies, learning walks and lesson observations. Each term NFER tests are administered to formatively assess the children's progress. The results of these are used determine strengths within the children's mathematical ability and to highlight areas that need to be developed. These tests inform pupil progress meetings and support teachers to implement additional support where it is required, either through high-quality teaching strategies, cycles of assess, plan, do and review or additional learning interventions. All interventions are reviewed to ensure they are effective, and that the child is making accelerated progress.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.