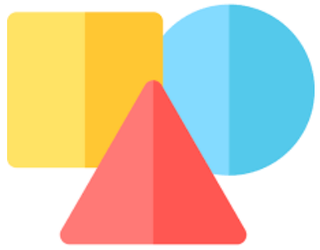
# STEETON PRIMARY SCHOOL

# MATHS CURRICULUM


NUMBER



GEOMETRY

MEASUREMENT

STATISTICS

# MATHS CURRICULUM AT STEETON PRIMARY SCHOOL

## INTENT

Maths starts in EYFS, where a foundation of the subject is taught through the EYFS framework. Children are given opportunities to develop their knowledge and understanding of the subject. Children at the expected level of development will be able to:

Number ELG

- have a deep understanding of number to 10, including the composition of each number
  subitise (recognise quantities without counting) up to 5
- automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns ELG

- verbally count beyond 20, recognising the pattern of the counting system
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

The 2014 National Curriculum for maths aims to ensure that all children:
Become fluent in the fundamentals of mathematics
Are able to reason mathematically
Can solve problems by applying their mathematics

This document is to be read alongside Steeton Primary School's Calculation Progression Policy and Steeton Primary School's Maths Expectations, which highlight the systematic, mastery approach to teaching maths that we follow through. Our school motto "Learning for Life" is at the heart of all lessons. We view mathematics as a tool for everyday life and are committed to ensuring that our pupils are able to recognise the importance of maths in the wider world, equipping children with the cultural capital they need to succeed in life. We have high expectations of our children in maths and provide suitable challenges for all abilities. We are committed to developing children's curiosity about the subject, we intend for pupils to enjoy maths lessons and experience success. We teach mathematics for mastery using White Rose Maths schemes of learning as our main tool to help teachers with their planning. We follow a concrete > pictorial > abstract sequence to ensure consistency and systematic teaching of mathematics across school over time and their mantra "Everyone can do maths: Everyone can!" is fully in line with our school ethos.

## IMPLEMENTATION

Teaching of maths at Steeton Primary School ensures that the National Curriculum is followed. Maths lessons are timetabled everyday as a discreet lesson of approximately one hour. Each KS1 and KS2 lesson will start with 'Flashback 4', where the principles of spaced learning is used to recall and revisit appropriate concepts that have been previously taught.
We teach maths through 4 main concepts which are repeated in blocks as per the WRM SOW:

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These concepts are taught using the White Rose Maths schemes of learning through following the 'small steps' at the correct pace for the class being taught. Each concept has different blocks of learning that are revisited throughout the year and years.

Steeton Primary School's Calculation Policy will be followed by all teachers and support staff so that consistency in the teaching and learning of different blocks is apparent throughout school. Varied fluency, reasoning and problem solving will be taught through clear modelling by the teacher. Children will have the opportunity to use a concrete and pictorial approach to deepen their knowledge and understanding of a small step (when appropriate) and suitable concrete apparatus should be readily available to the class. Mathematical concepts are taught in blocks to enable the achievement of mastery over time, these new concepts will be revisited in "Flashback 4" and in other blocks throughout the year.

All children are given the opportunity to use their problem solving and reasoning skills, this is not seen as a 'challenge', but as something all children can access with the correct support. Children are given chance to show their knowledge and understanding of vocabulary in "What do you notice?" tasks. High ceiling/low threshold investigations are used when appropriate, which also provide an inclusive environment for all learners in the class.
EYFS follows White Rose Maths schemes of learning on a long-term basis. Learning is enhanced using ideas and concepts from Karen Wilding's training. Resources are also selected and created to compliment the concept being taught. Independent work in KS1 will be shown in workbooks and exercise books and children will be able to access concrete apparatus to support themselves.
Independent work in KS2 will be predominantly through the use of Learning by Questions (LbQ). LBQ is a cloud-based technology which negates the need for teachers to print worksheets and resources as their scaffolded question sets are aligned with White Rose Maths KS2 Schemes of Learning. Children work at their own pace, answering fluency and reasoning and problem solving questions that are aligned to their whole class learning. They do their calculations in their exercise books and receive instant feedback on their answers.
Children to work on their half termly 'Learn by Heart' target, which is sent home to parents. The Learn by Heart target for that half term will be displayed on all working walls. Quick fire Learn by Heart questions may be asked at the end of daily maths lessons. To record and assess the teaching and learning of times tables we use 'The 99 Club' where children will have the opportunity to progress through the different club levels of low stakes tests on LbQ. The aim is to reach 'The 99 Club' by the end of KS2.

## IMPACT

Pupils at Steeton Primary School have a positive and enthusiastic attitude towards maths and enjoy maths lessons. They show confidence in themselves and believe that anyone can do maths. Children know more, remember more and can do more. They can demonstrate quick recall of multiplication/division and key facts, this is tested through "The 99 Club". Children persevere and show resilience when solving problems and can choose the appropriate equipment or strategies needed to suit each problem. Pupils know how and why maths is used in real life and can use the vocabulary they have learnt in maths lessons to discuss and talk enthusiastically about maths lessons using pupil voice through interviews and questionnaires.

Mastery maths is achieved when concepts or skills are 'secure' and can be shown in multiple ways, using mathematical language to explain their answers and using concrete of pictorial scaffolding if appropriate. Teachers use both summative and formative assessment in order to identify gaps, weaknesses and misconceptions in children's learning, and then provide the necessary support through different strategies. Summative assessments take place at the end of each term and children's progress and attainment is discussed in phases and with SLT in pupil progress meetings. Progress from the summative assessments are tracked using 'Steeton Stats' and SIMS. Formative assessment takes place daily and teachers adapt their planning of small steps to meet the needs of the class they are teaching.

The Early Years Foundation Stage Profile is used to monitor children in the Reception Year and continues to be used for children in Year 1 that have not yet met ELG. Moderation of work in books is done in phases, alongside learning walks and book scrutinies conducted by SLT and the maths lead, so that progress is ensured. If progress is not being made, support is provided to ensure all pupils achieve and make progress. Parents are kept informed of their child's progress at parents' evenings and through School Ping.