

LANGTOFT PRIMARY SCHOOL

MATHEMATICS

LEGAL FRAMEWORK

The Mathematics sections of the Statutory Framework for the Early Years Foundation Stage (2017) and the National Curriculum Mathematics Programmes of Study (2014) form the roots of Langtoft Primary school's mathematics curriculum. From this national documentation, Langtoft Primary school's curriculum has been devised, developed and personalised to our school community.

OUR INTENT FOR MATHS

At Langtoft Primary school, we understand that mathematics teaches children how to make sense of the world around them: to calculate, reason and solve problems; to understand relationships and identify patterns. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

We adopt a mastery approach to teaching mathematics, believing that all pupils can be successful mathematicians. Our mathematics curriculum is based on National Curriculum objectives and is influenced by the resources and schemes of learning from White Rose Maths Hub.

All pupils, within a year group, work on the same objectives at the same time. However, work is set at an appropriate level, with pupils being given the support and challenge relative to their own developmental needs. We also acknowledge the value of pupils having rapid recall of basic fluency facts such as number bonds, times tables, equivalences etc. Such aspects are developed as an aid to general arithmetic and to free up working memory so that pupils can apply their knowledge to deep thinking tasks and problem solving.

We aim for all Langtoft's mathematicians to:

- be fluent in the fundamentals of mathematics,
- be **confident**, creative and **ambitious** in using and exploring the number system recognising number in various representations,
- be competent in using arithmetical procedures,

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- quickly recall key facts, methods and formulae and the meaning of key terminology,
- apply their conceptual understanding to reason logically and articulate their thoughts and justifications,
- be **resilient** and positive when solving problems, reflecting on prior knowledge and past successes and failures, and adopting a systematic approach where possible,
- be **resilient**, adaptable leaders within their own their learning, understanding that struggle is often a necessary step in learning,
- work both **independently** and collaboratively – demonstrating **respect** and **cooperation** – within a safe, secure learning environment.

PROVISION

What a typical lesson looks like (Years 1 to 6):

- Flashback 4 used in morning starter time (this is used to assess misconceptions/gaps)
- Use of PowerPoint (using White Rose or other resources based on White Rose)
- Lessons will follow a teach/do style with teaching of a key concept, modelling and opportunities for pupils to have a go including fluency questions, problem solving and reasoning.
- Plenty of opportunities for partner/group discussion
- Use of manipulatives by all pupils where appropriate
- Independent activities will include both fluency, problem solving and reasoning for pupils of all abilities.

MATHS SCHOOL OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS	Match and Sort Compare amounts	Representing 1,2 and 3 Comparing 1,2 and 3	Introducing zero Comparing numbers to 5	Making pairs Length and height	Build numbers beyond 10	Doubling Sharing and grouping

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	Compare size, mass and capacity Exploring pattern	Circles and Triangles Positional language Representing numbers to 5 One more or less Shapes with 4 sides Time	Composition of 4 and 5 Compare mass (2) Compare capacity (2) 6,7,8 Combining two amounts	Time (2) Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns	Count patterns beyond 10 Spatial reasoning 1 Match, rotate and manipulate Adding more Taking away Spatial reasoning 2 Compose and decompose	Even and odd Spatial reasoning 3 Visualise and build Deepening understanding Patterns and relationships Spatial mapping Mapping
YEAR 1	Place Value (Within 10)	Addition and Subtraction Geometry - Shape	Place Value (Within 20) Addition and Subtraction (Within 20)	Place Value (Within 50) Measurement – Length and Height Measurement – Mass and Volume	Multiplication and Division Fractions Geometry – Position and direction.	Place value (Within 100) Measurement- Money Measurement- time
YEAR 2	Place Value Addition and subtraction	Addition and subtraction Geometry- Shape	Measurement- Money Multiplication and Division	Measurement – Length and height Measurement – Mass, capacity and temperature	Fractions Time	Statistics Geometry – Position and direction
YEAR 3	Place Value Addition and subtraction	Addition and Subtraction Multiplication and division (1)	Multiplication and division (2) Measurement – Length and perimeter	Fractions (1) Measurement – Mass and capacity	Fractions Measurement - Money Measurement - Time	Measurement – Time Geometry – Shape Statistics

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YEAR 4	Place Value Addition and subtraction	Addition and Subtraction Measurement – area Multiplication and division (1)	Multiplication and division (2) Measurement- length and perimeter Fractions	Fractions Decimals (1)	Decimals (2) Money Time	Shapes Statistics Geometry- Position and direction
YEAR 5	Place Value Addition and subtraction	Multiplication and division (1) Fractions (1)	Multiplication and division (2) Fractions (2)	Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Decimals Negative numbers Converting units Measurement - volume
YEAR 6	Place Value Addition, subtraction, multiplication and direction	Fractions (1 and 2) Measurement – converting units	Ratio Algebra Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics	Geometry – Shape Position and direction	Problem solving, themed projects and consolidation.

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