



St Mary's Primary School Maths Curriculum



How we organise and sequence our Maths learning:

| | 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: Place Value | | | Number: Addition and Subtraction | | | Measurement: Length and Perimeter | Number: Multiplication and Division | | | | |
| Spring | Number: Multiplication and Division | | Measurement: Area | Number: Fractions | | | Number: Decimals | | Consolidation | | | |
| Summer | Number: Decimals | Measurement: Money | | Measurement: Time | Statistics | Geometry: Properties of Shape | | Geometry: Position and Direction | | Consolidation | | |

Long Term Planning
We use the White Rose schemes of learning as a starting point and adapt them to suit the needs of our pupils. We prioritise the units on Number.

Unit Planning

For each unit, we use the Small Steps on White Rose to create a bespoke sequence of learning that fits the needs of our pupils. We make links and connections between units whenever possible and where appropriate.

Overview

Small Steps

- Numbers to 10,000 R
- Numbers to 100,000 R
- Numbers to a million R
- Numbers to ten million
- Compare and order any number
- Round numbers to 10, 100 and 1,000 R
- Round any number
- Negative numbers

We also use the National Centre for Excellence in the Teaching of Mathematics (NCETM) professional development and lesson materials to support our teaching of each of the White Rose units.



NEW FOR 2023/24


The first lesson of each unit will have a focus of it being an introduction to the various types of concrete apparatus available, the visual representations which the pupils might meet and the associated vocabulary.

The whole class input at the beginning of our Maths lessons contains these features:

- a) Quizzes based on prior knowledge of key facts (e.g. Flashback 4).
- b) Questions to explore misconceptions from the previous lesson.
- c) Exposure to a visual representation linked to that lesson's key learning.
- d) Sentence stems to promote vocabulary.
- e) An 'I do, we do, you do' approach.
- f) A hinge point question used as an assessment tool.
- g) Reference to the Maths Working Wall.

Flashback 4 Year 6 Week 1 Day 1

XII

- 1) Each cube is 1 cm^3 .
Write down the volume of the shape.

- 2) $8\text{ kg} = \square$ grams
- 3) Work out $3,650 - 1,550$
- 4) A can of soft drink holds 330 ml.
How many cans will fit into a 1 litre jug?

White Rose Maths

Independent Tasks

Pupils work on tasks that provide opportunities for them to enhance both their fluency and reasoning skills. Activities are organised into TAD Tasks: Try It, Apply It and Deepen It. To allow all pupils to experience reasoning questions during Maths sessions, some Apply It questions are also added to Try It activity sheets. Where appropriate, pupils can select their own entry level for a particular session and begin on Apply It activities. Also, some pupils might be allowed to begin their Apply It tasks during the whole class input if they feel that they understand the key ideas being taught in that lesson.

Our classrooms all have a Maths Working Wall that can be written on and these are updated daily with information associated with the following titles:

- Learning Theme
- Today's Learning
- New Learning
- What Do We Already Know That Will Help Us?
- Key Vocabulary
- Marvellous Mistakes

Feedback and Marking

We mark all activities in Maths books and provide regular feedback for pupils, giving them the opportunity to respond with their Purple Pen of Progress. It is essential that pupils address any misconceptions and that they correct mistakes in the spelling of key mathematical vocabulary.



Error Analysis

Pupils in KS2 may carry out Purple Pen Error Analysis. This involves recording their mistake, analysing and explaining their misconception and then demonstrating what they should have done.

Number Sense Maths takes place daily in EYFS, KS1 and in Year 3 for 15 minutes outside of the Maths lesson. This scheme gives the pupils opportunities to develop strategies to help increase their fluency in learning number facts through subitising, helping them to build images for numbers and to visualise. Our aim is for pupils to develop multiple strategies to avoid counting.



Extra tasks outside of the Maths lesson include daily Number of the Day activities, twice weekly Quadrant Quizzes and time to practise number skills using Numbots and Times Tables Rock Stars.



Maths
at St
Mary's

NEW FOR 2023/24

Specific time in the weekly timetable outside of the Maths lesson is allocated for the teaching of multiplication and division facts.

| QUADRANT QUIZ | DATE: 1.3.22 | FOCUS: AREA and PERIMETER |
|---|--|---------------------------|
| <p>These two shapes have the same perimeter.</p> <p>regular hexagon square</p> <p>Not actual size</p> <p>The length of each side of the hexagon is 8 centimetres.</p> <p>Calculate the area of the square.</p> | <p>Here is a set of 20 squares around a shaded space.</p> <p>What is the area of the shaded space?</p> | |
| <p>Four of the triangles have the same area. Which triangle has a different area?</p> | <p>Draw a rectangle on the grid that has half the area of the shaded triangle. Use a ruler.</p> | |