St Mary's Primary School Maths Curriculum

Long Term Planning

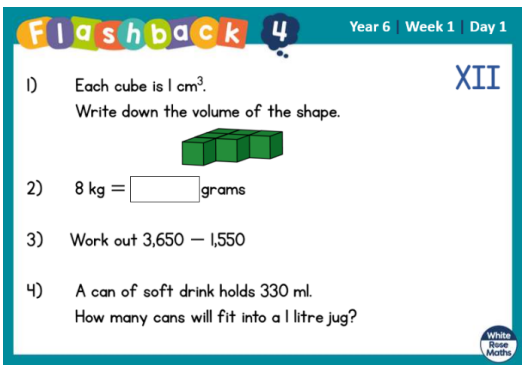
We ensure that the teaching of Maths at St Mary's always links back to the National Curriculum. We use the White Rose schemes of learning as a starting point and adapt them to suit the needs of our pupils.

Unit Planning

For each unit, we use the Small Steps on White Rose, making changes to the order of lessons as appropriate in order 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.

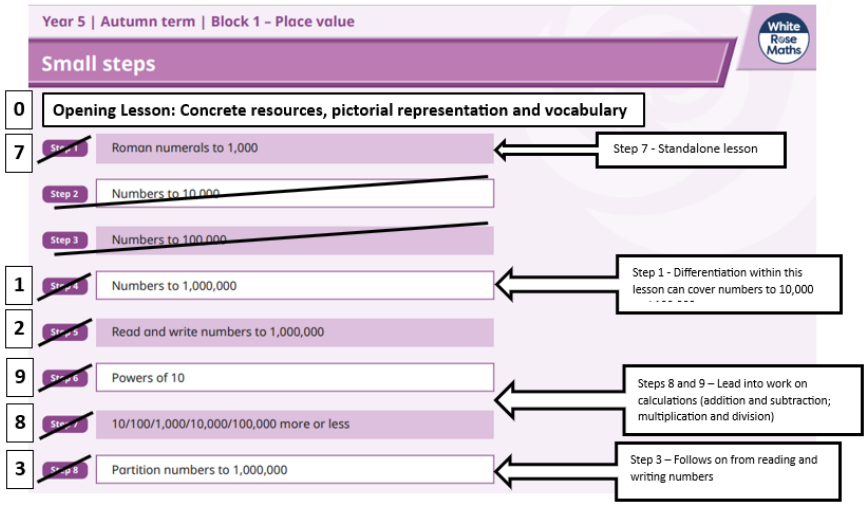
We also make use of the National Centre for Excellence in the Teaching of Mathematics (NCETM) professional development and lesson materials to support our teaching of each of the White Rose units.

The first lesson of each unit (Lesson 0) takes the form of an introduction to the various types of concrete apparatus available (with the message that these can be used by all learners), the visual representations which the pupils might meet and the associated vocabulary.



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



New for 2025/26

Our Maths Working Walls act as working Knowledge Organisers, where some information is given at the start of a unit of learning (in Lesson 0) and other areas develop and change as the unit progresses.

Children should be able to use the Working Wall to help them with recall and to help scaffold their learning.

Maths Working Walls should include:

- Relevant key information linked to these titles: Learning Theme, Today's Learning, New Learning, What Do We Already Know That Will Help Us?, Key Vocabulary and Marvellous Mistakes
- Relevant stem sentences (which can be found in the White Rose Scheme of Learning for each Small Step)
- Pictorial examples of a recent method (if appropriate concrete materials could be stuck to the board)
- Abstract examples of a recent method

New for 2025/26

A) In our aim to increase pupils' strengths in reasoning activities, we plan specific termly lessons aimed at teaching the children strategies to solve problems. These have a strong emphasis on using pictorial representations with an explanation of why we should draw pictures and how they can prove our understanding instead of needing to write it.

B) We also teach weekly bespoke arithmetic lessons to increase fluency skills and strengthen specific areas of mathematics which pupils might not have covered and yet are assessed on in NFER tests.

The whole class input at the beginning of Maths lessons may contain 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) Sentence stems to promote vocabulary.

d) An 'I do, we do, you do' approach.

e) An activity to assess what pupils already know.

f) Reference to the Maths Working Wall.

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. We aim for all pupils to experience reasoning questions during Maths sessions. 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.

New for 2025/26

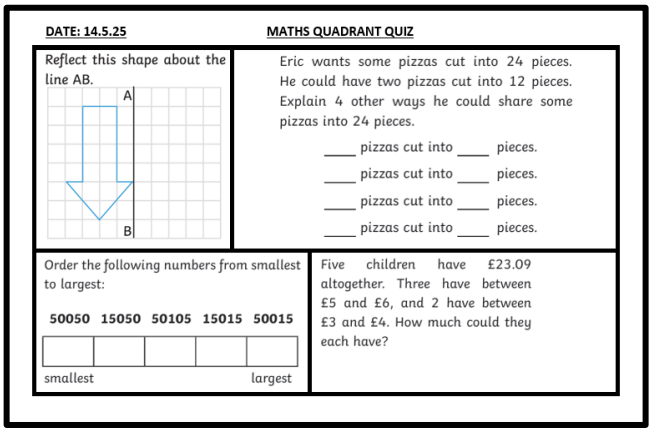
Pupils from across the school are invited to attend a weekly lunchtime Maths Club. These children, who have expressed an enjoyment of this subject, will help to promote enthusiasm for Maths at St Mary's. They will help to plan and lead whole school Maths events throughout the year and also present the certificates awarded each week at Friday Celebration Assembly.

Feedback and Marking

We 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 either in the formation of digits or the spelling of key mathematical vocabulary.

Number Sense Maths takes place daily in EYFS and KS1 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, regular Quadrant Quizzes and time to practise number skills using Numbots and Times Tables Rock Stars.



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MATHS QUADRANT QUIZ

Reflect this shape about the line AB.

A

B

Eric wants some pizzas cut into 24 pieces. He could have two pizzas cut into 12 pieces. Explain 4 other ways he could share some pizzas into 24 pieces.

___ pizzas cut into ___ pieces.

___ pizzas cut into ___ pieces.

___ pizzas cut into ___ pieces.

___ pizzas cut into ___ pieces.

Order the following numbers from smallest to largest:

50050 15050 50105 15015 50015

smallest largest

Five children have £23.09 altogether. Three have between £5 and £6, and 2 have between £3 and £4. How much could they each have?

Number Sense Maths

NUMBOTS

TIMES TABLES ROCKSTARS

Daily Times Tables

There is a specific time allocated each day (outside of the Maths lesson) for the focussed teaching and learning of multiplication and division facts which takes place from Year 2 to Year 6.