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.

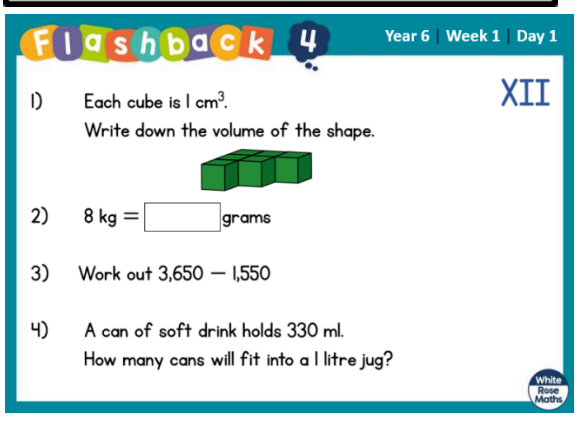
Unit Planning

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.

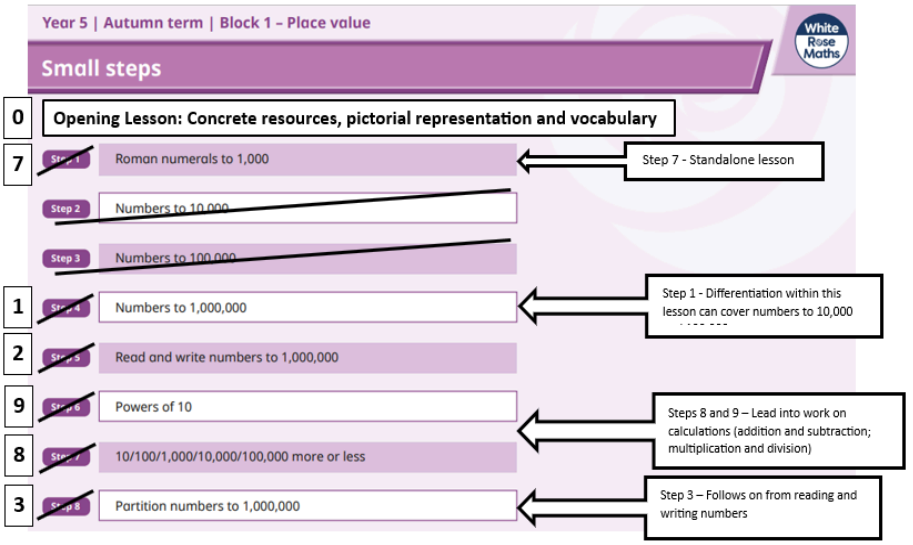
MNSP Primary Curriculum Standardisation

1, Maths is taught daily
2. There will be an additional daily arithmetic session e.g. Number Sense or Number of the Day
3. Daily Times Tables practice will take place in KS2



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



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:

New for 2026/27

Teaching children to talk

We will develop oracy in mathematics through:

1. **Creating an expectation of mathematical talk.**

a) Choral repetition of whole sentence answers.
b) Expectation of full-sentence answers.
c) Focus on method rather than solution.
d) Use common misconceptions to prompt debate and discussion.
e) Plan frequent exploratory talk opportunities.
f) Connect classroom talk with being a mathematician.

2. **Teaching specific mathematical vocabulary explicitly.**

a) Have fun with mathematical language - historical or etymological exploration.
b) Use of Frayer models for new vocabulary.

3. **Supporting children in beginning mathematical talk.**

a) Use of generic sentence starters.
b) Use of stem sentences.
c) Teacher modelling of oral answers.

New for 2026/27

From Pupil Voice discussions, children revealed that they were less confident in the areas of Measurement, Geometry and Statistics.
These units will be given higher priority through events or theme days where the whole school will come together to enjoy their learning in these areas.

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 also correct other mistakes such as in the formation of digits or the spelling of key mathematical vocabulary.

Maths Ambassadors

Two pupils from each class are selected to become Maths Ambassadors. This role involves helping to plan and lead whole school Maths events throughout the year and also presenting the Numbots and Times Tables Rock Stars certificates awarded each week at Friday Celebration Assembly.

Maths Club

Pupils from across the school are invited to attend a weekly lunchtime Maths Club.

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 2026/27

Teaching children to think

We will develop children's ability to articulate their learning and reason mathematically through:

1. Providing regular opportunities for problem solving.

a) Paired talk to encourage discussion, providing a safer space to rehearse and refine ideas.
b) Move away from 'funnelling' (where the teacher does most of the thinking) and towards feeling the weight of pupil reasoning.
c) Harness uncertainty to develop deeper understanding.

2. Using manipulatives and pictorial representations.

a) Link to manipulatives, encouraging children to represent and explain their thinking.
b) Model use of pictorial representations (e.g. number lines and bar models) to help understand the mathematical concept involved.

3. Providing opportunities for pupils to reflect on the process they have been through.

a) Move the attention away from 'answer getting' and more into improving the quality of the reasoning.
b) Challenge pupils to 'Prove it.'
c) Make the reasoning visible and audible.
Follow the sequence: Describe, Explain, Convince, Justify, Prove.
d) Link with Oracy to focus on communicating reasoning in a succinct, elegant and mathematical way.