

Maths Curriculum Overview 2023/2024

Year group	<u>How and what we are teaching</u>	<u>Scheme/resources</u>	<u>Time Allocated</u>	<u>Format of teaching to ensure progression to next Year group</u>
FS1	To have a secure knowledge of numbers to five and matching quantity to numeral. To focus on fluency.	NCETM - 6 areas of early mathematical learning (Cardinality and composition / comparison / composition / pattern / shape and space / measures).	10-15 minutes per day. Maths play in busy time.	<ul style="list-style-type: none"> • Coverage of all 6 areas required. • Observations noted in Tapestry. • Close working relationship with EYFS lead/FS2 teacher. As and when children are ready, the curriculum is planned to allow them to progress to numbers 6-10 in readiness for starting in FS2.
FS2	New EYFS curriculum - Knowledge of numbers to 10. Number concentrates on number work and number problems, supporting children in counting, addition and subtraction. Numerical Patterns focuses on recognising and representing patterns as they count, being able to compare numbers and see differences.	White Rose Number Blocks NCETM Mastering number	Autumn term: 15 minutes each day – Monday to Thursday – specific teaching sessions in groups. Spring term 30 minutes each day Summer term – 30 minutes each day	<ul style="list-style-type: none"> • Observations made and recorded.. • Detailed handover to be completed of Maths ability of all children, to be handed up to following year group. • Team weekly review to assess performance.
Year 1	To aid transition from FS2, start with a baseline assessment of all children to determine starting point. Continue with journaling approach for all maths lessons initially (as in FS2) working on consolidating knowledge of EYFS goals and moving to full MNP daily lessons. Additional daily maths session to be held for all children to practice/rehearse key skills and indoor and outdoor continuous provision areas to include a maths area for children to access daily. Ensure challenge included for HA.	Maths No Problem/White Rose Numbots NCETM Mastering Number Programme. Mental methods/arithmetic progression chart.	Autumn - 5 x 45 minutes Spring – 5 x 1 hour Summer – 5 x 1 hour NCETM Mastering Number 4x lessons per week. Continuous provision available daily (Autumn and Spring).	<ul style="list-style-type: none"> • AFL and TT used for assessment • Termly tests to take place using White Rose testing papers. Scores logged. • Detailed handover to be completed of maths ability for all children below ARE when moved up to following year group. • Times tables teaching to start earlier with counting in 2's, 5's and 10's starting in Autumn.
Year 2	Following MNP daily lessons, using textbooks and online resources for planning and teaching alongside	Maths No Problem 5 x week Top Marks/Daily 10 TT Rock stars/Numbots	One hour per day for MNP lesson x5.	<ul style="list-style-type: none"> • Children to complete all reviews in MNP books under test conditions.

	<p>manipulatives to ensure CAP approach to teaching. Journals and workbooks to be used to capture evidence of children's work.</p> <p>Later in the year - additional daily maths session to be held for all children to practice/rehearse key skills – mental methods and arithmetic.</p>	<p>NCETM Mastering number programme Daily counting</p>	<p>NCETM Mastering Number 4x week.</p>	<ul style="list-style-type: none"> • Termly tests also to take place using White Rose testing papers. Scores logged. • Staff completing interventions liaise with class teacher to ensure accurate assessments • Detailed handover to be completed of maths ability for all children below ARE when moved up to following year group.
Year 3	<p>Following MNP daily lessons, using textbooks and online resources for planning and teaching alongside manipulatives to ensure CAP approach to teaching. Journals and workbooks to be used to capture evidence of children's work.</p> <p>Additional daily maths session to be held for all children to practice/rehearse key skills – mental methods and arithmetic. Ready to learn book or back of maths book.</p>	<p>Maths No Problem TT Rock stars Mental methods/arithmetic progression chart. RTP and NCETM Mastery in maths – used in interventions.</p>	<p>One hour per day for MNP lesson – 5x week.</p> <p>Additional 15 minutes per day to practice/ rehearse key skills of fluency. arithmetic and mental methods – ready to learn time.</p> <p>Extra intervention sessions in the afternoon for children with more gaps/in need of accelerated progress.</p> <p>Weekly roundup/discussion.</p>	<ul style="list-style-type: none"> • Children to complete all reviews in MNP books under test conditions. • Termly tests also to take place using White Rose testing papers. Scores logged. • Half-termly testing and teaching of times tables they should know and beyond where possible. • Staff completing interventions liaise with class teacher to ensure accurate assessments • Detailed handover to be completed of maths ability for all children below ARE when moved up to following year group.
Year 4	<p>Following MNP daily lessons, using textbooks and online resources for planning and teaching alongside manipulatives to ensure CAP approach to teaching. Journals and workbooks to be used to capture evidence of children's work.</p> <p>Additional daily maths session to be held for all children to practice/rehearse key skills – mental methods and arithmetic. Calculations book to be used to capture additional work being completed on mental methods and arithmetic.</p>	<p>Maths No Problem TT Rock stars Timestables.co.uk Mental methods/arithmetic progression chart. Teaching of TT – start 6,7,9,11,12 as early as possible in year. Every 2/3 weeks – complete MTC on timestables.co.uk.</p>	<p>One hour per day for MNP lesson x5 per week.</p> <p>Additional 15 minutes per day to practice/ rehearse key skills of fluency, arithmetic and mental methods. Two or more of these to be focused on times table practice and preparation. Weekly times tables testing in class and targets set for individuals.</p> <p>Extra intervention sessions in the afternoon for children with more gaps/in need of accelerated progress or small group support in</p>	<ul style="list-style-type: none"> • Children to complete all reviews in MNP books under test conditions. • All scores to be logged in and interventions used to address gaps. • Termly tests also to take place using White Rose testing papers. Scores logged. • Staff completing interventions liaise with class teacher to ensure accurate assessments • Weekly times tables tests to take place from Autumn 2 in preparation for statutory test in

			class.	<p>May/Jun – frequency increased as needed.</p> <ul style="list-style-type: none"> ● Half-termly times tables testing and teaching from Sept. ● Detailed handover to be completed of maths ability for all children below ARE when moved up to following year group.
Year 5	<p>Following MNP for 5 lessons a week, 1 lesson will be a “year 6 ready” lesson (from Spring term) The “year 6 ready” lesson will be recorded in the back of their maths book.</p> <p>MNP daily lessons will use textbooks and online resources for planning and teaching alongside manipulatives to ensure CAP approach to teaching. Journals and workbooks to be used to capture evidence of children’s work.</p> <p>Additional daily maths session to be held for all children to practice/rehearse key skills – mental methods and arithmetic. Captured in Ready to learn books.</p>	<p>Maths No Problem</p> <p>Third space learning.</p> <p>TT Rock stars</p> <p>Mental methods/arithmetic progression chart.</p>	<p>One hour per day on MNP (5 x a week) Year 6 ready lessons (from Spring term) once a week Arithmetic to be covered using fluent in five or any new concepts covered in lessons.</p> <p>Additional 15 minutes per day to practice/ rehearse key skills of fluency. arithmetic and mental methods.</p> <p>Extra intervention sessions in the afternoon for children with more gaps/in need of accelerated progress</p>	<ul style="list-style-type: none"> ● Children to complete all reviews in MNP books under test conditions. ● All scores to be logged and interventions used to address gaps. ● SAT type assessment at the end of every half term which will be analysed and fed into the year 6 ready sessions. ● Half-termly times tables teaching and testing according to needs. ● Staff completing interventions liaise with class teacher to ensure accurate assessments ● Detailed handover to be completed of maths ability for all children below ARE when moved up to following year group.
Year 6	<p>Following the White Rose Scheme of Learning and deepening understanding but supplementing with other materials when needed.</p> <p>Baselining upon entry into Year 6 to ascertain potential areas from other year groups that need revisiting and to measure progress.</p> <p>Frequent formative (every unit) and summative (half-termly) assessment to ensure gaps are covered and precision teaching can be carried out.</p>	<p>White Rose scheme of learning Classroom Secrets Third space learning Deepening understanding TT Rock Stars</p>	<p>1 hr 15 minutes daily lesson, including an Arithmetic starter Maths morning challenges during ready to learn 3x a week (35 mins) Extra intervention sessions in the morning and afternoon for children with more gaps/in need of accelerated progress. After-school and lunchtime group interventions for children with more gaps/in need of accelerated progress.</p>	<ul style="list-style-type: none"> ● End of unit assessments in test conditions. ● Half-termly assessments ● Half -termly testing and teaching for times tables according to need. ● All scores logged and progress monitored. ● Staff completing interventions liaise with class teacher to ensure accurate assessments.

	Children taught in classes, with a third smaller group taught four/five mornings a week (flexible grouping, according to need) and some interventions in the afternoon.			
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