



## Heathfield Schools' Curriculum Overview

### Maths

Subject	Intent	Implementation	Impact
<b>Maths</b>	<p>The maths curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate fluency in the four operations of mathematics underpinned by a secure sense of number and understanding of place value.</li> <li>• Recall and apply knowledge rapidly and accurately.</li> <li>• Apply skills to real-life concepts.</li> <li>• Reason mathematically by explaining and justifying their thought process using mathematical language.</li> <li>• Enjoy being good at maths and understand its importance.</li> </ul>	<p>In Early Years planning is based around the relevant strands in Development Matters and Birth to 5 Years. In Key Stages 1 and 2 the White Rose materials provide the progression.</p>	<p><b><u>Assessment:</u></b></p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information that informs data collection at the end of each term.</p> <p>In Key Stages 1 and 2 high quality AfL during lessons (including the recap introduction (KS1) and the maths starter (KS2)), the AfL plenary and marking enables teachers to adapt planning and address misconceptions with individuals as required.</p> <p>As well as this, end of term White Rose assessment tests or past SATs papers are used as appropriate to inform teachers' judgments, where appropriate.</p> <p><b><u>Monitoring:</u></b></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities each term that include:</p> <ul style="list-style-type: none"> <li>• Formal observations</li> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> <li>• Book and planning scrutinies</li> <li>• Staff interviews</li> <li>• Review of test results.</li> </ul>
		<p><b>EYFS</b></p> <p>Children are able to practise, explore and discover mathematical concepts through their own interests and play in the EYFS environments. Adults teach maths skills such as positional language, measurement, time, money and shape during their interactions with the children. Daily numbers, counting and songs and rhymes form part of the curriculum.</p> <p>From Reception, daily number inputs follow the Mastering Number planning, with supplementary activities within the continuous provision. Other aspects of maths, and supplementary activities are planned using White Rose materials.</p>	
		<p><b>Key Stage 1</b></p> <p>Maths is taught daily in Key Stage 1 and in Year 2 will include one taught arithmetic session a week from Spring Term. Lessons are planned using White Rose materials, supplemented with other published materials. Daily lessons include fluency, reasoning and problem solving to provide appropriate challenge for all learners. Within every lesson, a recap introduction is used at the start to prompt and link to knowledge from previous lessons. At the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired. To support children to develop a deep understanding of number and calculation a concrete, pictorial, abstract (CPA) approach to learning is implemented. Alongside daily lessons there are four sessions of Rekenrek taught a week, using Mastering Number planning, to reinforce children's deep understanding of number.</p>	
		<p><b>Key Stage 2</b></p> <p>Maths is taught daily in Key Stage 2 and includes one taught</p>	

		<p>arithmetic session a week. Lessons are planned using White Rose materials supplemented with other published materials. Daily lessons include fluency, reasoning and problem solving to provide appropriate challenge for all learners. Variation is used to ensure understanding throughout lessons. Within every lesson, a maths starter is used at the start to prompt and link to knowledge from previous lessons. At the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired. All children in the key stage are given a yearly times table challenge to develop rapid recall and retention with Year 4 having an additional times table lessons.</p>	
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