



HEATHFIELD SCHOOLS' PARTNERSHIP

CURRICULUM OVERVIEW – MATHS

Intent

The maths curriculum will ensure that children will be able to:

- Demonstrate fluency in the four operations of mathematics underpinned by a secure understanding of place value.
- Recall and apply knowledge rapidly and accurately.
- Understand the big mathematical concepts.
- Reason mathematically by explaining and justifying their thought process using mathematical language.
- Solve a range of problems by applying mathematical knowledge and persevere to seek solutions.

Implementation

In Early Years planning is based around the relevant strands in Development Matters. In Key Stages 1 and 2 the White Rose materials provide the progression.

EYFS

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 in their interactions with the children. Daily numbers, counting and songs and rhymes form part of the curriculum. In Reception, where appropriate, there is a daily maths input using planning taken from White Rose.

Key Stage 1

Maths is taught daily in Key Stage 1 and in Year 2 and includes one taught 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. A hands-on approach and concrete apparatus are used to begin our teaching of each new topic.

Key Stage 2

Maths is taught daily in Key Stage 2 and includes one taught 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. 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 lesson for an hour a week.

Homework is set weekly, reinforcing the weeks learning objectives

Times tables are taught through Times Tables Rock Stars. A taught session is given as a warm up each week. TTRS is a nightly expectation for all children.

Impact

Assessment

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.

In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.

In Key Stages 1 and 2 assessment during lessons and marking enables teachers to adapt planning as required. End of term White Rose assessment tests are also used to inform teachers' judgments.

Monitoring

Members of the Senior Strategy Team, Year Group Leaders and Phase Specific Subject Leaders undertake a range of monitoring activities each term that include:

- Formal observations
- "Pop ins"/learning walks
- Discussions with children
- Review of test results

An in-depth review of maths takes place every 2 years as outlined on the schools' review schedule.