

## AIMS

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

As a school, we aim:

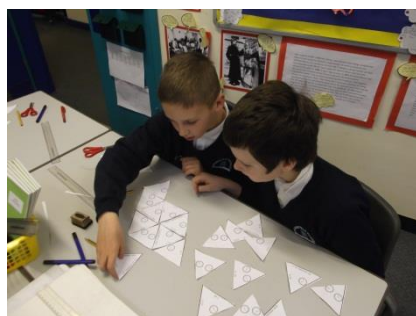
- To set challenging targets with high expectations for all pupils.
- To offer a variety of approaches to teaching and learning to engage and motivate pupils for active participation.
- To explore enrichment opportunities outside the curriculum to enhance pupils enjoyment of mathematics.
- To smooth the transition for pupils between Key Stages and ensure progression in teaching and learning throughout their time at school.



Throughout the school, the children have a weekly calculation lesson which focuses on different mental and written strategies of addition, subtraction, multiplication and division. These strategies progress in difficulty as the child moves through the school which gives them the grounding and the ability to choose an appropriate method for the task that they are faced with.

We have a variety of methods in delivering our mental maths. Children are encouraged to try and beat their previous scores and improved on all activities that they take part in.

At various points throughout the year, children are streamed into problem solving groups which we call Challenge Maths. This allows targeted support for developing problem solving skills.



Challenge Maths proves very popular with the children as it is an opportunity to think outside the box and attempt some unusual questions!

# MATHEMATICS

The number of weeks/sessions spent on each area of the Mathematics curriculum varies from year group to year group dependent on the content that needs to be taught.

|  |  |   |  |   |  |   |
|--|--|---|--|---|--|---|
| <b>KS1</b>   | <b>Year 1</b>  |   |  |   |  |   |
|  | <b>Land of the Giants</b>  |   | <b>Paddington Goes to London</b>   |   | <b>Captain and Compasses</b>   |   |
|  | Number – place value (within 10)<br>Number – addition and subtraction within 10<br>Shape<br>Number – place value (within 20) |   | Number – Addition & Subtraction (within 20)<br>Number – Place Value (within 50)<br>Multiples of 2, 5 and 10<br>Number – Place Value (within 50)<br>Multiples of 2, 5 and 10<br>Measurement – Length, height, weight & volume |   | Number – Multiplication & Division<br>Multiples of 2, 5 and 10<br>Number – Fractions<br>Position & Direction<br>Number Place Value – within 100<br>Measurement – money<br>Time |   |
|  | <b>Year 2</b>  |   |  |   |  |   |
|  | <b>Land Before Time</b>  | <b>Who lives in a house like this?</b>  | <b>Land, Sea and Air</b>   |   | <b>Turrets and Tunnels</b>   |   |
| Number – Place Value<br>Number – Addition & Subtraction                          | Number – Addition & Subtraction<br>Measurement – Money<br>Number – Multiplication & Division                                 | Number – Multiplication & Division<br>Statistics<br>Geometry – Properties of shape<br>Number - Fractions<br>Measurement – Length & Height |  | Position and direction<br>Problem Solving & efficient methods<br>Measurement – Time<br>Measurement – Mass, Capacity & Temperature<br>Investigations |  |   |
| <b>KS2</b>   | <b>Year 3</b>  |   |  |   |  |   |
|  | <b>Awesome Egyptians</b>   |   | <b>Angry Earth</b>   |   | <b>Monolith to Metal</b>   |   |
|  | Number – Place Value<br>Number – Addition & Subtraction<br>Number – Multiplication & Division<br>Measurement - money         |   | Number – Multiplication & Division<br>Measurement – length & perimeter<br>Number - Fractions   |   | Number – Fractions<br>Geometry – Properties of Shape<br>Measurement – Time<br>Statistics<br>Measurement – Mass & Capacity  |   |
|  | <b>Year 4</b>  |   |  |   |  |   |
|  | <b>The World At Our Feet</b>   |   | <b>Groovy Greeks</b>   |   | <b>The Roaming Romans</b>  |   |
|  | Number – Place Value<br>Number – Addition & Subtraction<br>Number – Multiplication & Division<br>Measurement – Area          |   | Number – Fractions<br>Time<br>Number – Decimals<br>Measurement - Money   |   | Measurement – Perimeter & Length<br>Geometry – Shape & Symmetry<br>Position & Direction<br>Statistics<br>Measurement   |   |
|  | <b>Year 5</b>  |   |  |   |  |   |
|  | <b>All Aboard the Time Machine</b>   |   | <b>Out of This World</b>   |   | <b>Everywhere We Go!</b>   | <b>Brilliant Brazil</b>   |
|  | Number – Place Value, Addition and Subtraction<br>Statistics<br>Number - Multiplication and Division<br>Perimeter and Area   |   | Number – Multiplication and Division<br>Fractions<br>Fractions<br>Number – Decimals and Percentages  |   | Number – decimals<br>Geometry – Properties of Shapes   | Geometry – Position & Direction<br>Measurements – converting units<br>Measures - Volume |
|  | <b>Year 6</b>  |   |  |   |  |   |
|  | <b>In the Beginning</b>  | <b>Toy Story</b>  | <b>SPLASH!</b>   |   | <b>Viking Warriors</b>   |   |
| Number – place value<br>Number – addition, subtraction, multiplication, division | Number – fractions<br>Geometry – Position and Direction  | Number – decimals and percentages<br>Number - algebra<br>Number – Ratio<br>Measurement – perimeter, area & volume<br>Statistics           |  | Geometry – properties of Shape<br>Problem Solving<br>Investigations   |  |   |