

“The only way to learn mathematics is to do mathematics!”

Mistakes are proof that you are trying



Maths at Keelham

Everything around you is mathematics

There is a

difference between

not knowing and

not knowing YET

Everything around you is numbers

Intent

Maths is important in everyday life and with this in mind, the purpose of Mathematics at Keelham Primary School is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately.

All children are challenged and encouraged to excel in mathematics but also to have a love for mathematics.

New mathematical concepts are introduced using a "Concrete, Pictorial and Abstract" approach. This enables all children to experience hands-on learning when discovering new mathematical topics. It gives them clear models and images to aid their understanding.

We want all children to experience success in maths and we are committed to developing children's curiosity about the subject.

Implementation

We ensure that there is clear progression in mathematics and we follow the White Rose Mathematics curriculum overviews. We offer blended approach to learning in each mixed-age class.

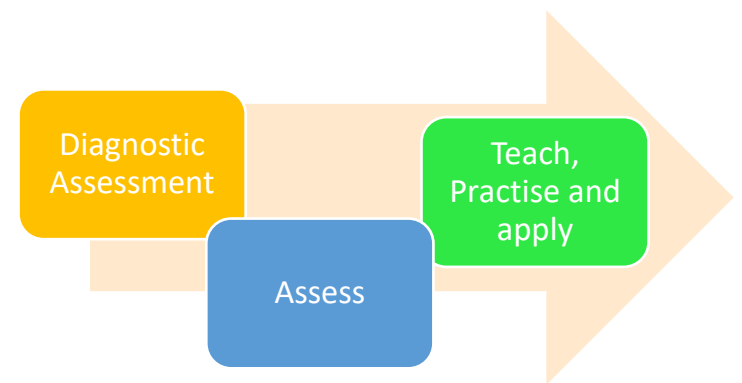
At KPS, to ensure consistency and progression, our teaching builds on what our pupils already know. We use diagnostic assessment analysis to inform our weekly planning to ensure that our pupils learning is personalised to their needs. Teachers facilitate learning in the classroom, and at home, through the use of different approaches; maximising the use of mathematical resources and by utilising adults effectively to support pupil progress.

The teaching and understanding of mathematical vocabulary is central to every lesson and teachers seize the opportunity to do this. Teachers pose purposeful lessons throughout a lesson to assess and advance children's reasoning.

At KPS we recognise the importance of challenge for all pupils, and differentiation ensures that we deepen pupil's understanding and knowledge. Mathematics is just not taught in a lesson, teachers address mathematical concepts throughout the school day.

Throughout the school week, children given the opportunity to:

- practise and consolidate concepts through a variation of models and images to build procedural fluency.
- work through tasks that promote reasoning and problem solving,
 - develop pupils' independence and motivation.
 - receive structured intervention and support where needed.
- where possible, links are made with other subjects across the curriculum.



Reception Curriculum Overview

| | 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 | Getting to know you (Take this time to play and get to know the children!) | | | Just like me! | | | It's me 1, 2, 3! | | | Light and Dark | | |
| Spring | Alive in 5! | | | Growing 6, 7, 8 | | | Building 9 and 10 | | | Consolidation | | |
| Summer | To 20 and Beyond | | | First, then, now | | | Find My Pattern | | | On the Move | | |

Year 1/2 Class Curriculum Overview

| | 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 Y1 - Numbers to 20 Y2 - Numbers to 100 | | | Number: Addition and Subtraction Year 1- Numbers within 20 (including recognising money) Year 2- Numbers within 100 (including money) | | | | | Number: Year 1: Place Value to 50 and Multiplication Year 2: Multiplication | | | |
| Spring | Number: Year 1: Division & consolidation Year 2: Division | | Year 1: Place Value to 100 Year 2: Statistics | | Measurement: Length and Height | Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape | | | Number: Year 1: Fractions and Consolidation Year 2: Fractions | | Consolidation | |
| Summer | Geometry: Position and Direction | Measurement: Time | | Problem solving and efficient methods | | Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature | | | Consolidation and Investigations | | | |

Year 3 and 4 Curriculum Overview

| | 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 | | | | Number: Multiplication and Division | | | |
| Spring | Number: Multiplication and Division | | Measurement: Length, Perimeter and Area | | Number: Fractions | | | | Y3: Measurement: Mass and Capacity Y4: Number: Decimals | | Consolidation | |
| Summer | Number: Decimals (including Money) | | | Measurement: Time | | Statistics | | Geometry: Properties of Shape (including Y4 Position and Direction) | | | Consolidation | |

Year 5/6 Curriculum Overview

| | 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: Four Operations | | | | | Number: Fractions | | | | |
| Spring | Y5: Number: Fractions Y6: Number: Ratio | | Number: Decimals and Percentages | | | Y5: Number: Decimals Y6: Number: Algebra | | Measurement: Converting Units | Measurement: Perimeter, Area and Volume | | Statistics | |
| Summer | Geometry: Properties of Shape | | Geometry: Position and Direction | Y6: SATS | | Investigations and Consolidation | | | | | | |