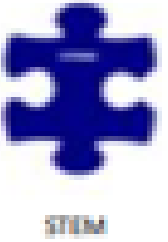


Red Hall Primary School



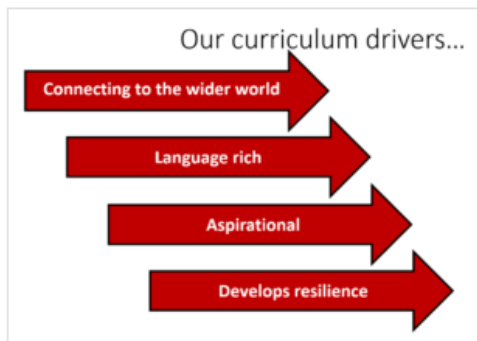
Maths Overview
2023-2024



Statement of Intent

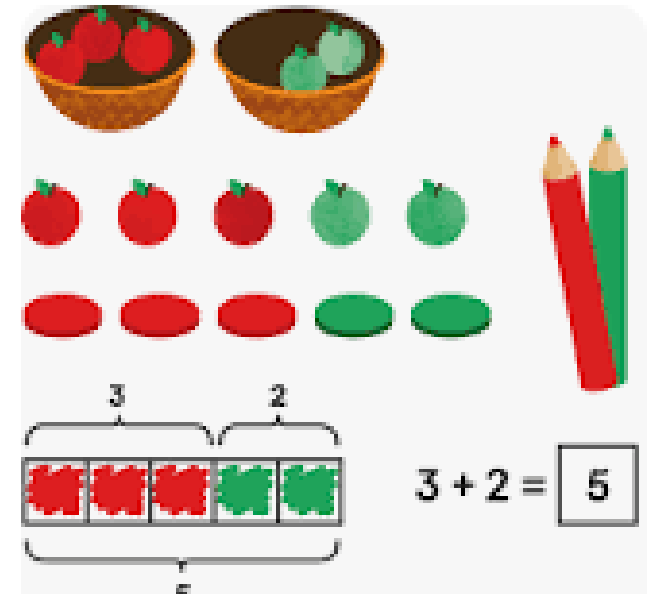
The intent of our mathematics curriculum is to ensure that it is accessible to all and will maximise the development of every child's ability and academic achievement. All pupils should be ready to take the next step in their learning, be that moving to their next year group or beginning their high school education. We will deliver lessons that are creative and engaging. We want children to make connections across a range of mathematical content areas leading to them developing a fluent approach to the subject. Mathematical reasoning skills and competence in solving increasingly sophisticated problems will be a fundamental part of Red Hall's maths lessons. Pupils who grasp concepts rapidly will be challenged through rich and sophisticated problems which will ensure a broad curriculum offer for all. We intend for our pupils to be able to apply their knowledge to science, computing and other subjects.

We want our pupils to know that mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to use maths skills and knowledge to understand the world they live in, have the ability to reason mathematically, have an appreciation of the beauty of mathematics, as well as a sense of enjoyment and curiosity about the subject



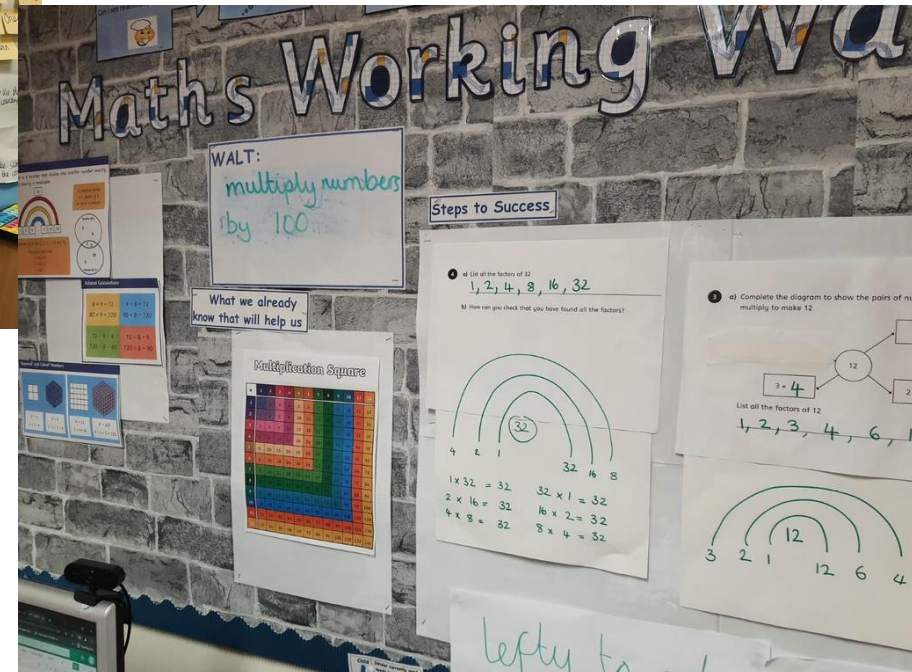
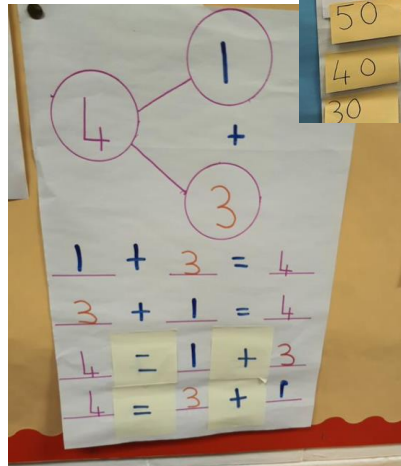
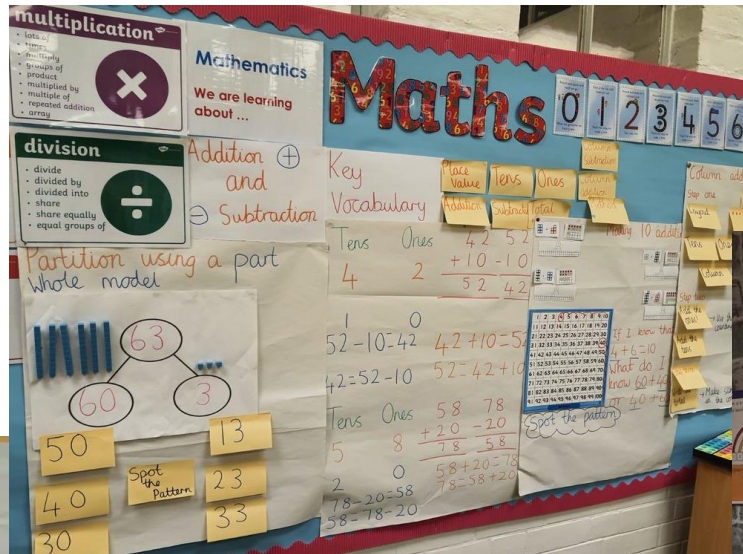
Concrete, Pictorial, Abstract approach

- CPA is a way to deepen and clarify mathematical thinking. Students are given the opportunity to discover new ideas and spot the patterns, which will help them reach the answer. From the start of KS1, we introduce CPA as three interchangeable approaches, with pictorial acting as the bridge between concrete and abstract.
- When teaching for mastery, the CPA approach helps learners to be more secure in their understanding, as they have to prove that they have fully grasped an idea. Ultimately, it gives pupils a firm foundation for future learning.



Learning Environment - Working Walls

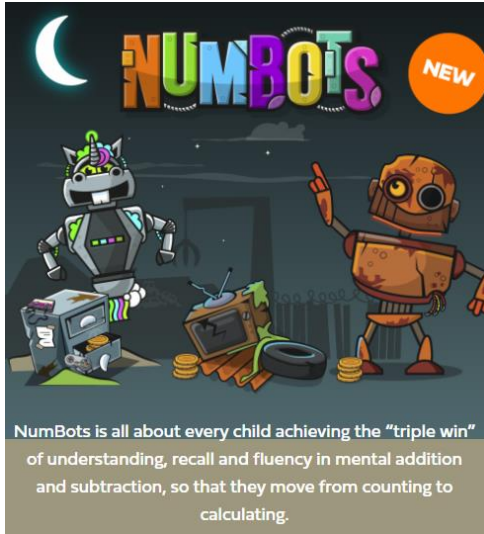
Each classroom features a Maths working wall that reflects the current topic and teaching and learning that is taking place. The displays are written clearly and placed where all children can see them. Key vocabulary features on these displays as we recognise the importance of using the correct mathematical terminology.



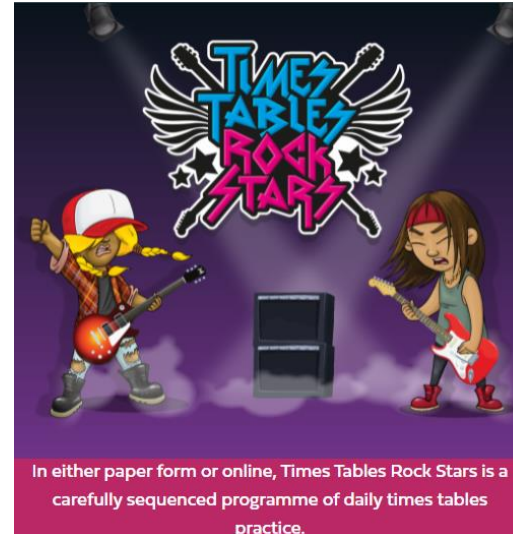
Mastering Number in Reception and KS1

- Our pupils in Reception, Year 1 and Year 2 have additional maths input during the week. The activities are part of the National Centre for Excellence in the Teaching of Mathematics's (NCEM's) Mastering Number programme.
- We aim to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Counting and Times Tables



Numbots is an online resource which allows the pupils to practise their number bonds and counting regularly. It supports the children on their calculation journey and allows teachers to monitor the improvement in securing the number bonds.



Times Tables Rockstars is an online resource which allows the pupils to practise their times tables regularly. It allows teachers to monitor the improvement in securing the times tables and increasing their speed of recall.

Maths Assessment

Our pupils in Early Years have a baseline of their mathematical skills and knowledge on entry.

As children move through school, Maths is assessed at the end of each block of teaching and pupils' progress is measured between their 'cold' and 'hot' assessments. This assessment allows teachers to design and put in place interventions to close any gaps in skills and knowledge as well as address any misconceptions that children appear to have.

Year 4 Addition and Subtraction
Name _____

1 Here is a number:

Thousands	Hundreds	Tens	Ones
4	2	1	3

- Subtract 3 ones
- Add 2 thousands
- Subtract 1 hundred

What is the new number?

2 Complete the missing digits.

+	3	q
1	4	2
5	q	q

3 Calculate $4,356 + 2,302$

Thousands	Hundreds	Tens	Ones
4	3	5	6
2	3	0	2

4 Calculate $438 - 177$

5 Use the digit cards to complete the number sentence.

9 3 1 7

$2,345 + 102 > \square\square\square\square$

6 There are 6,128 people in a village. 2,503 are women. 2,88 are men and the rest are children. Complete the bar model to represent this. How many children are there?

6,128	2,503	2,88	?
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7 Tom and Hannah have £ between them. Tom has 12p more than Hannah. How much do they each have?

Tom _____
Hannah _____

8 $78 + 395 = 395 + \square$
 $78 + 395 = 720 + \square$
 $2,79 + 4,395 = 3,79 + \square$

9 Teddy is asked to estimate the answer to $1,923 + 3,245$. He says:

I think the answer will be close to 5000 because I have rounded the numbers and added 1000 and 3,000.

What is wrong with Teddy's estimate?
What would be a better estimate?

Circle how confident you feel with addition & subtraction.

1	2	3	4	5
Not confident				Very confident

Each term pupils will sit standardised tests across KS1 and KS2 that measure attainment across the content studied that term.

Red Hall Primary School
Maths Long Term Plan
2023 - 2024




Nursery MTP Overview

www.masterthecurriculum.co.uk

	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 Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising-dice pattern Subitising-random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
Spring Starters: Number songs	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

Reception

 Master the Curriculum	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	Getting To Know You	Getting To Know You	Just Like Me	Just Like Me	Just Like Me	It's Me, 1,2 3	It's Me, 1,2 3	It's Me, 1,2 3	Light & Dark	Light & Dark	Light & Dark
Spring	Alive in 5	Alive in 5	Alive in 5	Growing 6,7,8	Growing 6,7,8	Growing 6,7,8	Building 9 & 10	Building 9 & 10	Building 9 & 10	Consolidation	Consolidation	Consolidation
Summer	To 20 and beyond	To 20 and beyond	To 20 and beyond	First, then, now	First, then, now	First, then, now	Find my pattern	Find my pattern	Find my pattern	On the Move	On the Move	On the Move

<https://masterthecurriculum.co.uk/early-years-white-rose-supporting-resources/>

Year 1

	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 term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW			Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW					
Summer term	Number Multiplication and division VIEW			Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW		Consolidation		

Year 2

	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 term	Number Place value VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW		Number Multiplication and division VIEW				Measurement Length and height VIEW		Measurement Mass, capacity and temperature VIEW			
Summer term	Number Fractions VIEW				Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation	

Year 3

	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 term	Number Place value VIEW		Number Addition and subtraction VIEW				Number Multiplication and division A VIEW					
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW					
Summer term	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW			Geometry Shape VIEW	Statistics VIEW		Consolidation			

Year 4

	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 term	Number Place value VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW		Number Multiplication and division A VIEW		Consolidation	
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW			
Summer term	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation		Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW

Year 5

	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 term	Number Place value VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW			Number Fractions A VIEW				
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW			Measurement Perimeter and area VIEW	Statistics VIEW			
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW			Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW	

Year 6

	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 term	Number Place value VIEW		Number Addition, subtraction, multiplication and division VIEW			Number Fractions A VIEW		Number Fractions B VIEW		Measurement Converting units VIEW		
Spring term	Number Ratio VIEW		Number Algebra VIEW		Number Decimals VIEW		Number Fractions decimals and percentages VIEW		Measurement Area, perimeter and volume VIEW		Statistics VIEW	
Summer term	Geometry Shape VIEW			Geometry Position and direction VIEW	Themed projects, consolidation and problem solving VIEW							

