Maths

Intent Statement

The intent of St Peter's mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it 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 be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

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

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, 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, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

At St Peter's we use the White Rose planning scheme and a mixture of different resources to cover the whole maths curriculum in a mastery style.
Objects, pictures, words, numbers and symbols are everywhere. The mastery approach incorporates all of these to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt.
All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.
Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.
Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

Impact

Quick recall of facts and procedures
· The flexibility and fluidity to move between different contexts and representations of mathematics.
· The ability to recognise relationships and make connections in mathematics
A mathematical concept or skill has been *mastered* when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

Subject Curriculum Overview

Year 1 – Yearly 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
Term 1	Number: Place Value (Within 10)			Number: Place Value (Within 20)			Number: Place Value (Within 50)			Number: Place Value (Within 100)		
Term 2	Number: Addition andSubtraction (Within 10)			Number: Addition and Subtraction (Within 20)			Measurement: Length and Height		Measurement: Weight and Volume		Geometry: Shape	Consolidation
Term 3	Number: Multiplication and Division (Multiples of 2, 5 and 10 to start from now on)			Number: Fractions		Measurement: Money		Measurement: Time		Geometry: Position and Direction		Consolidation and review

Year 2 – Yearly 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
Term 1	Number: Place Value				Number: Addition and Subtraction					Geometry: Shape		
Term 2	Measurement: Money		Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature		
Term 3	Number: Fractions			Measurement: Time			Consolidation and Assessment		Statistics		Geometry: Position and Direction	

Year 3 – Yearly 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
Term 1	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Term 2	Number: Multiplication and Division			Measurement: Length and Height			Number: Fractions			Measurement: Mass and Capacity		
Term 3	Number: Fractions		Measurement: Money		Measurement: Time			Geometry: Shape		Statistics		Consolidation

Year 4 – Yearly 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
Term 1	Number: Place Value				Number: Addition andSubtraction			Measurement: Length and Perimeter		Number: Multiplication and Division		
Term 2	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Term 3	Number: Decimals		Measurement: Money		Measurement: Time		Statistics	Geometry: Shape			Geometry: Position and Direction	Consolidation

Year 5 – Yearly 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
Term 1	Number: Place Value			Number: Additionand Subtraction		Number: Multiplication and Division			Number: Fractions			
Term 2	Number: Multiplication and Division			Number: Fractions		Number: Decimals and Percentages			Measurement: Perimeter and Area		Statistics	
Term 3	Geometry: Shape			Geometry: Position and Direction		Number: Decimals			Number: Negative Numbers	Number: Converting Units		Measurement: Volume

Year 6 – Yearly 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
Term 1	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions		Number: Fractions		Measurement: converting units
Term 2	Number: Ratio		Number: Algebra		Number: Decimals		Number: Fractions, Decimals and Percentages		Measurement: Area, Perimeter and Volume		Statistics	
Term 3	Geometry: Shape		Geometry: Position and Direction	Consolidation and Assessment			Consolidation and Problem-Solving themed projects					