

Maths Intent

We have adopted a mastery approach for the teaching of mathematics. This allows all pupils to move through the programmes of study at broadly the same pace. Underpinning this, is the belief that all pupils can achieve in maths. It will maximise the potential of every pupil's ability and academic achievement. It will develop their confidence and competence.

Our main aims for all pupils are:

- To become fluent in the fundamentals of mathematics.
- To be able to reason mathematically
- To successfully solve problems by applying their mathematics knowledge

Our intent is that pupils who grasp concepts rapidly should be challenged. They will be offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding. Mathematical skills are embedded within maths lessons. They are developed throughout the school consistently over time. We are committed to ensuring that mathematics mastery places emphasis on building essential knowledge and skills in mathematics year on year. We ensure pupils have access to a range of physical, manipulative and pictorial resources to help them apply their learning. Pupils have an understanding of how maths is essential to many aspects of everyday life.

We strive to have a culture where the pupils have a love of maths. We do this by inspiring pupils' curiosity about the subject through challenges and the wider curriculum.

We encourage and develop our pupils' knowledge of times tables. We introduce exciting ways to learn these facts. The pupils enjoy participating and challenging themselves and others. The use of supporting resources helps to build competitiveness and drive the pupils to learn these basic skills. These are then woven into their daily life within school and it is our intent that pupils are fluent in times tables up to 12 by year 4. Our intent is that pupils will build on their prior learning in Key Stage 1 to help them master approaches and solve sophisticated problems. We ensure that all pupils continue through the key stage, on their mastery journey, with curiosity and excitement. We ensure this is frequently applied in their lessons. Our mission is for all pupils to successfully leave our academy prepared to continue on the mastery journey into Key Stage 3.

White Rose Maths Yearly Overview

Yearly overview

Overview with suggested weekly timings. Block titles are clear and show progress through number and spatial reasoning.

Early blocks focus on use of provision to support key early maths and routines.

The first 2 weeks are for you to get to know children, develop routines and give you the flexibility to complete baseline assessments.

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity		Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes	
Summer	To 20 and beyond		How many now?		Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	
	Consolidation											

© White Rose Education 2023

Consolidation weeks allow for a degree of flexibility in the suggested block lengths or to consolidate learning based on the needs of your children.

Content is consolidated so all concepts are explicitly taught before assessment for ELG.

Subitising is taught both perceptually and conceptually through the blocks. Concepts such as doubling and 1 more / 1 less is focused on in the progression of the numbers.

Y1/2 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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 (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 100)			Geometry Shape		
Spring	Number Addition and subtraction (within 100)				Number Multiplication and division				Measurement Length and height		Statistics	Consolidation
Summer	Measurement Money	Number Fractions			Measurement Time			Measurement Mass, capacity and temperature		Geometry Position and direction	Consolidation	

Y3/4 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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 A			Measurement Area	
Spring	Number Multiplication and division B			Measurement Length and perimeter	Number Fractions A			Measurement Mass and capacity	Number Fractions B			
Summer	Measurement Time	Number Decimals			Measurement Money	Geometry Shape		Geometry Position and direction	Statistics			

Y5/6 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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 A		Number Fractions A			Number Multiplication and division B		
Spring	Number Multiplication and division B	Number Fractions B			Number Decimals A		Measurement Area, perimeter and volume		Number Decimals B		Number Fractions, decimals and percentages	
Summer		Ratio		Algebra		Geometry Shape			Geometry Position and direction		Statistics	