



Mathematics Curriculum Map

Intent:

The curriculum has been designed to empower pupils with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly, with an abundance of love, compassion and forgiveness.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

At Primley Wood we aim to foster holistic growth and character development. We focus on nurturing compassionate, responsible human beings who aspire for excellence in all aspects of life. Exploring religious wisdom allows pupils to respect diverse faith traditions and the beliefs of those without faith.

Virtues-led: We aim to develop pupils to become compassionate, responsible human beings

This is done through promoting virtues which we believe form the foundation of all goodness and prepares children for lifelong learning. Our curriculum is carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the wider world.

Aspiring for Excellence: in all that we do.

Our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Primley Wood Primary School has been carefully crafted to be broad, balanced and stimulating, giving every pupil the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people.

We believe that pupils deserve a creative and ambitious mathematics curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for everyday life and future employment. The curriculum is necessarily aspirational, focused on excellence and on securing in all learners a love of learning through the acquisition of knowledge and an understanding of the world around them.

Our pedagogy is based on a mastery approach to the teaching of mathematics. We believe in variation to develop a deep and holistic understanding via procedural fluency and repetition of key facts to free up working memory. The concepts in the curriculum are interleaved to ensure that pupils revisit previously learnt concepts in order to build new learning upon this. Within lessons, concepts are broken down into small, connected and structured steps enabling application in a variety of contexts. We will use manipulatives and multiple representations to build and scaffold learning. Teachers plan intelligent questions into their lessons to check for pupil understanding and marking of pupil work informs teachers' planning. Pupils develop a growth mindset through our mathematics curriculum enabling them to be resilient when they make mistakes.

Curriculum Implementation:

At Primley Wood, pupils follow the National Curriculum programme of study which ensures that our pupils cover a wide breadth of mathematical concepts. The key strands which are covered in our curriculum include:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Measure
- Probability
- Statistics

Each strand is broken down into key topics which are then separated into a sequence of learning objectives which each class moves through at the correct pace for the pupils.

Progression of Knowledge & Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Subitise up to 3. Counting accurately to 5. Composition of numbers up to 3. Comparing two sets of objects.	Counting and representing numbers to 5. Understand "whole" and "parts and find ways to compose and decompose up to 4. Counting sequence to 10.	Recognise numerals to 5 and match to quantities. Recognise when you have one more and one less than an amount. Comparing mass	Representing numbers up to 8 in different ways. Understand the "5 and a bit" composition of numbers 5 to 8. Spatial reasoning-	Visualise and understand doubles. Make and describe double patterns. Begin to understand odd and even. Length & height	Subitising up to 6. Subitise double amounts represented on a tens frame. Identify the "missing part"

	Match sort, compare amounts Circles and triangles	Recognise numerals to 5. Compare size, mass & capacity Exploring pattern Shape with 4 sides Time	Comparing capacity 3D shape pattern	Match, rotate, Manipulate Spatial reasoning - 2 Compose, decompose	Time Positional language Spatial Reasoning – Visualise and build	Follow the rules to play simple track games. Spatial Reasoning – Mapping Patterns and relationships
Year 1	Place value (within 10) Addition - Subtraction	Addition - Subtraction Geometry: Shape Place value (within 20)	Place value (within 20) Addition & Subtraction Place value (within 50)	Length and Height Weight & Volume	Weight & Volume Multiplications & Division Fractions Position and Direction	Place value (within 100) Money Time
Year 2	Place value Addition-Subtraction	Addition-Subtraction Properties of shape Money	Multiplications & Division Length and Height	Length and Height Mass, Capacity and Temperature	Statistics Fractions Position & Direction	Position & Direction Time
Year 3	Place value Addition-Subtraction	Multiplication-Division	Multiplication-Division Length & Perimeter Fractions	Fractions Mass, Capacity and Temperature	Mass, Capacity and Temperature Fractions Money Time	Properties of shape Statistics
Year 4	Place value Addition - Subtraction	Area Multiplication-Division	Multiplication-Division Length & Perimeter Fractions	Fractions Decimals	Decimals Money Time Properties of shape	Properties of shape Position and Direction Statistics

Year 5	Place value Addition – Subtraction Multiplication – Division	Fractions Multiplication – Division	Fractions Decimals & Percentages Perimeter & Area	Perimeter & Area Statistics	Properties of shape Position & Direction Decimals	Negative numbers Converting units of measurement Volume
Year 6	Place value Addition – Subtraction Multiplication- Division Fractions	Fractions Converting units of measurement Ratio	Algebra Decimals FDRP	Area, Perimeter & Volume Statistics Properties of shapes	Properties of shapes Position & Direction Consolidation & themed projects	Consolidation & themed projects

Year 6 to 7 Transition

Moving from EYFS to KS1:

Our learning journey starts in the Early Years where children are exposed to maths throughout all of their daily activities. Opportunities to practise and embed mathematical skills are found throughout the areas of provision. Pupils are taught to subitise and describe the patterns that can be seen within arrangements of objects. They have a deep understanding of the composition of numbers up to 10. Whilst allowing pupils to work successfully towards the Development Matters statements and Early Learning Goals, the mathematical concepts taught in the EYFS provide a solid foundation of skills, knowledge and enquiry for children to transition successfully onto Key stage 1.

Moving on to KS3:

After exposure to our Maths curriculum, pupils will leave school equipped with a range of skills and knowledge to enable them to study Maths with confidence at Key stage 3. We hope to shape children into curious and inspired scientists with respect and appreciation for the world around them alongside an understanding of the importance of Maths in their day to day lives. We make links with our local secondary schools asking teachers to come in and provide Maths opportunities for our pupils.

Enrichment Opportunities:

Pupils at Primley Wood take part in several extra-curricular opportunities. Enterprise Day, World Book Day (Maths in stories, poems and non fiction), Whole School Maths Week (January) and National Numeracy Day. Children are encouraged to see maths as wider than the classroom, and to investigate its presence in the world around them.

We also offer a range of sports and board games providing pupils with the opportunity to learn the strategies of different games, how to use critical thinking to get ahead and to choose moves to ensure success. These operate during lunchtimes and after school.

Curriculum Impact:

Pupils will know more, remember more and understand more about the curriculum. Pupils retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Pupils understand the relevance and importance of what they are learning in relation to real world concepts. Pupils know that maths is a vital life skill that they will rely on in many areas of their daily life. Pupils have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer.

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly cumulative formative diagnostic assessments to ensure that pupils are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Pupils will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the pupils have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data.

Pupils are confident to 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Our pupils have a good understanding of their strengths and targets for development in mathematics and what they need to do to improve. Our books evidence work of a high standard of which pupils clearly take pride; the components of the teaching sequences demonstrate good coverage of fluency, reasoning and problem solving. Our feedback and interventions support pupils to strive to be the best mathematicians they can be, ensuring a high proportion of pupils are achieving above national average outcomes at the end of each phase.