Subject:	Curriculum Provision Statement

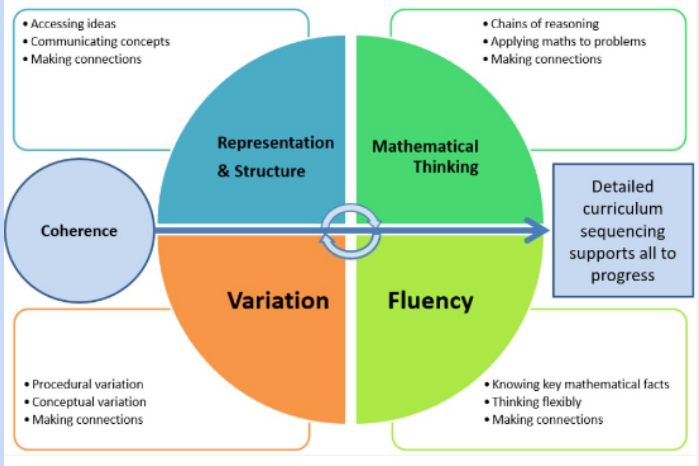
Inspiring Excellence Our days are always filled with MAGIC

Context

Our diverse socio-economic backgrounds and the varying levels of English proficiency at Keir Hardie Primary School makes the teaching and learning of Mathematics crucial for our pupils. Teaching for mastery will help create much-needed opportunities for our pupils to thrive and succeed. According to the Organization for Economic Co-operation and Development (OECD), "students who fall behind in mathematics are less likely to attend college or pursue careers in fields such as science, technology, engineering, and mathematics (STEM). This not only limits their economic mobility but also exacerbates income inequality and perpetuates cycles of poverty."
We agree with His Majesty's Chief Inspector, Sir Michael Wilshaw "We must all play our part to ensure that all pupils receive the best possible mathematics education."

Intent	Implementation	Impact
Based on our contextual strengths and challenges, our Maths intent is for our pupils to acquire a deep, long-term, secure and adaptable understanding of Mathematics. We want our pupils to use their long-term and working memory to progress, achieve and excel. We want our pupils to become fluent in the fundamentals (impacted by the pandemic) of Mathematics so that they engage with and	To achieve our Intent, Our Curriculum is well designed and sequenced to ensure that pupils have opportunities to recap and deepen their understanding. We use Inspire Maths to support this approach as well as White Rose Education. It also supports our parents to develop effective ways of teaching and learning Maths. We are also part of the "sustaining group" of our local Mathshub(a part of the NCETM).	A majority of our pupils achieve mastery by acquiring a solid understanding of the maths before moving on to more advanced material. It prepares them for the next stage of their education, by helping to develop an understanding of how maths is important in our daily lives. For each pupil, the starting point and exit point show good or better progress, which

enjoy Maths lessons. From EYFS to Year 6, we want our pupils to reason mathematically and solve problems. We want our pupils to become resilient mathematicians when faced with maths challenges. We will support our pupils to "struggle" and explore different ways of overcoming maths challenges and solving problems. To prepare our pupils for the future, we want our pupils to be problem solvers. We want to create extensive opportunities for our pupils to develop and apply skills that are necessary for the next stage of their education and the world of work.	To ensure good or better progress for all, some pupils are targeted and supported. Our Maths lessons, which are based on a mastery approach, are taught with the "5 big ideas" in mind, Coherence, using small steps, which makes it more accessible for all. Representation through the use of manipulatives and "stem" sentences. We use the concrete, pictorial and abstract approach to ensure access for all and support for those who need it. We also ensure that pupils are fluent by giving them opportunities to practise key facts during lessons, as part of our basic skills sessions, or during pre teaching and catch up sessions. This is further supported through the use of Sumdog and Times Tables Rock Stars. Our lessons ensure that mathematical Variation is considered and explored, so our pupils see the "maths" in different contexts. Questions are carefully selected and used at the beginning of Maths lessons to engage our pupils and get them thinking, justifying and explaining. We use journaling to capture pupils' understanding.	contributes significantly to our pupils' developing a positive attitude towards Maths, with an ability to apply their mathematical knowledge across other subjects.Our disadvantaged pupils achieve exceptionally well. Our pupils solve problems, reason, explain and justify using a medium that suits their learning style. As a result, they enjoy and always look forward to the next maths challenge.



Subject Coverage

	Autumn	Spring	Summer
EYFS	Count objects, actions and sounds Linking number symbol (numeral) with its cardinal number value Counting and Cardinality Compare numbers Understand the one more than/ one less than relationship between consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-5 and some to 10 Select,rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes Continue, copy and create repeating patterns Compare length, weight and capacity		
Year 1	Number: Place Value(within 10) Number : Addition and Subtraction(within 10) Geometry: Shape Consolidation	Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number : Place Value(within 50) Measurement: Length and Height Measurement: Mass and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value(within 100) Measurement: Money Measurement:Time Consolidation

Year 2	Number: Place Value Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplication and Division Measurement: Length and Height Measurement: Mass, Capacity and Temperature	Number: Fractions Measurement: Time Statistics Geometry: Position and Direction Consolidation
Year 3	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A	Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions A Measurement: Mass and Capacity	Number: Fractions B Measurement: Money Measurement: Time Geometry: Shape Statistics Consolidation
Year 4	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division A Consolidation	Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions Number: Decimals A	Number: Decimals B Measurement: Money Measurement: Time Consolidation Geometry: Shape Statistics Geometry: Position and Direction
Year 5	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A Number: Fractions	Number: Multiplication and Division B Number: Fractions B Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Shape Geometry: Position and Direction Number: Decimals Number: Negative Numbers Measurement: Converting units Measurement: Volume
Year 6	Number: Place Value Number: Addition, Subtraction Multiplication and Division Number: Fractions A Number: Fractions B Measurement: Converting units	Number: Ratio Number: Algebra Number: Decimals Number: Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume	Geometry: Shape Geometry: Position and Direction Consolidation

		Statistics	

Enrichment/Cultural Capital
Manipultives Timestable Rockstars Sumdog Newham competitions London/ National competitions Maths week Cross curricular links Maths dictionary to develop vocabulary Use of Widgit

EYFS Essential Knowledge
Count reliably with numbers from 1 to 20 Write numbers from 0-9 with correct formation Recognise numbers 1-20 and place numbers in order Say which number is one more or one less than a given number to 20

Year 1 Essential Knowledge	**Year 2 Essential Knowledge**
Count at least 100 objects reliably Count on and back in 1s, 2s, 5s and 10s Can double up to 10 + 10 Read, write & order numbers from 0 to at least 100	Count to over 100 Explain value of digits (to 3 digits) Read, write & order numbers up to 100 Count on and back in twos, threes & tens from any number

Say what is one more & one less than a given number to 100 Add & subtract two numbers using the correct symbols within 20 Know by heart addition and subtraction facts to 20 & use bonds to at least 20	Know by heart addition and subtraction facts to 20 & use all bonds to 10 Know all number pairs to 100 using 'ten' numbers Can double all numbers up to 10 and halve all even numbers up to 20 Know by heart x2, x5 and x10 and division facts Tell time to half & quarter hour
Year 3 Essential Knowledge	**Year 4 Essential Knowledge**
Read, write and order numbers to 1000 and know value the of each digit Count on and back in fours, tens, fiftieths and hundreds from any number under 1000 Know by heart addition & subtraction facts to 20 Add and subtract mentally up to 3 digit numbers Add and subtract one digit and two digit numbers using the column method Know by heart x2, x3, x4, x5, x8 and x10 (and division facts) Do simple divisions, e.g. 25 divided by 5 Find simple fractions, e.g. 1/2, 1/3, 1/4, 1/5, 1/10 of shapes & amounts Count up and down in tenths Use £.p and know value of amounts Tell time to nearest 5 minutes	Read, write and order numbers to 10,000, and know value of each digit Count in 6s, 7s, 9s, 25s and 1000s and count back past zero on a number line Count up and down in tenths and hundredths Know by heart all times tables to 12x12 (and division facts). New multiplication and division facts in Y4 are x6 x7 x9 x11 and x12 Round numbers (up to 3 digits) to the nearest 10, 100 or 1000 Add and subtract mentally, pairs of two-digit numbers Multiply and divide 2 digit numbers by 10 or 100 Divide (up to 4 digits) numbers by 10 or 100 Multiply and divide numbers up to 100 by 2, 3, 4 or 5 and find remainders Identify pairs of fractions that total 1 and equivalent fractions

	Tell times to nearest minute Solve problems including fractions and decimals to 2.d.p
Year 5 Essential Knowledge	**Year 6 Essential Knowledge**
Read, write and order numbers to 3dp; know value of each digit up to 1,000,000 Multiply & divide positive integers up to 1,000,000 by powers of 10 Order sets of positive and negative integers Calculate halves & doubles of decimals (to 1dp) Round numbers with 1 or 2dp to nearest integer Use division to find fractions of a number Know the % and decimals of 1/2, 1/4, 1/5, 2/5 and 4/5 and any fractions with a denominator which is a multiple of 10 or 25 Mentally add and subtract increasingly large numbers Know by heart all multiplication facts to 12x12 (& division facts) Identify multiples and factor pairs of a number and identify common factors of 2 numbers Use long multiplication and long division with increasingly large numbers	Multiply and divide integers and decimals mentally by powers of 10 Use tables to work with decimals (to 1dp) Use multiplication facts to derive squares of numbers to 12x12 Order mixed set of numbers (up to 3dp) Work out simple % and fractions of whole numbers Work out which fraction is larger/smaller by cancelling common factors Recall equivalences between fractions, decimals and percentages Use appropriate written methods Use pencil & paper methods & mental methods to add & subtract decimals Divide numbers and record the remainder as a decimal to 2dp Round answers to a given degree of accuracy