The Maths Curriculum

at Ashfield Valley Primary School

There is a clear vision for the Teaching and Learning of Maths

‘Our aim is to ensure that every child has a secure understanding of the four rules of number so that they can use and apply their knowledge across the Mathematics curriculum with accuracy, being able to use these skills to reason and problem solve across all areas of maths. With this knowledge securely embedded, the children are ready to begin the next phase of their education and flourish as life-long learners.’

There is a clear vision for the Teaching and Learning of Maths

We worked together to create a whole school vision for Maths, that considers the context of the school and the need of its pupils.

We follow the National Curriculum expectations in Mathematics, at every stage, to ensure all pupils in our school can access the full curriculum and have strong foundations for future learning.

.

We aim to provide a rigorous and sequential Mathematics Curriculum, which develops all pupils' knowledge, confidence and enjoyment in Mathematics.

Our Curriculum is progressive and builds upon prior knowledge at every stage.

Year Six sample

Autumn 2- 31st October- 16th December- 7 weeks

Weeks	Objectives
1	**Number and place value consolidation** ***-Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit*** ***-Round any whole number to a required degree of accuracy*** ***-Use negative numbers in context, and calculate intervals across zero*** ***-Solve number and practical problems that involve all of the above.*** **Times tables** ***TT Rock Star paper baseline assessment 2 – O drive- 2020 schemes of work and overview- Maths- Assessments.*** ***After the assessment is complete, please log results on the TT Rock Star website***
2	**Assessment week** Complete practise times tables test https://www.timestables.co.uk/multiplication-tables-check/ **Times tables** TT Rock Stars assessments tailored to meet the needs of each child
3	**Number- addition, subtraction, multiplication and division** -Perform mental calculations, including with mixed operations and large numbers -Identify common factors, common multiples and prime numbers -Use estimation to check answers to calculations and determine, in the context of a problem, an appropriat **Times tables** TT Rock Stars assessments tailored to meet the needs of each child

Year Three sample

Spring 1- 3rd January - 17th February- 7 weeks

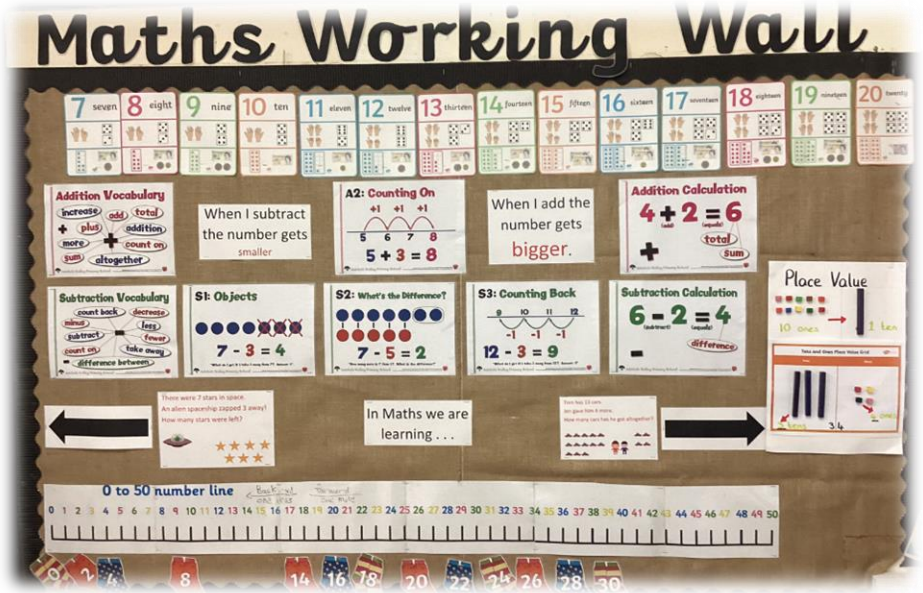
Weeks	Objectives
1 ****Four days***	**Number- Fractions** -Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] -Compare and order unit fractions, and fractions with the same denominators **Times tables** ***TT Rock Star paper baseline assessment 3 – O drive- 2020 schemes of work and overview- Maths- Assessments.*** ***After the assessment is complete, please log results on the TT Rock Star website***
2	**Measurement** -Add and subtract amounts of money to give change, using both £ and p in practical contexts -As above in reasoning word problems **Times tables** Counting in multiples of eight
3	**Geometry- properties of shape** ***-Recognise 2-D 3-D shapes in different orientations and describe them*** ***-Recognise angles as a property of shape or a description of a turn*** ***-Identify right angles,*** recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle **Times tables** Counting in multiples of eight
4	**Number- addition and subtraction** ***-Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction*** ***-Solve problems***, including missing number problems, using number facts, place value, and more complex addition and subtraction **Times tables** Eight times tables

Reception sample

Autumn 2- 31st October- 16th December- 7 weeks

Weeks	Objectives
1	**Number- numbers within 5** To begin to understand the part, part whole model in preparation for number bonds to 5 Separate a number of objects in different ways, recognising the total is still the same
2	**Number- numbers within 5** Recognise number bonds to 5 (use the part whole model) and begin to verbally say the associated addition sentence.
3	**Number- The number 6** Count up to 6 objects. Recognise the associated numeral and number block. Count out up to 6 objects from a larger group. Write the numerals 1,2,3,4,5 and 6 Separate a number of objects in different ways, recognising the total is still the same and saying how many are in each part to make the whole Order numbers to 6 and finding which number comes before/ after.
4	**Number- The number 7** Count up to 7 objects. Recognise the associated numeral and number block. Count out up to 7 objects from a larger group. Write the numerals 1,2,3,4,5,6 and 7 Separate a number of objects in different ways, recognising the total is still the same and saying how many are in each part to make the whole. Order numbers to 7 and finding which number comes before/ after.

Maths at Ashfield Valley



We have selected our content coverage based on the needs of our pupils and to cover the content of the National Curriculum.
Extra reasoning is implemented throughout the week to help ensure pupils are exposed to a variety of mathematical vocabulary and different types of questions .

Pupil Voice

The Maths Curriculum

at Ashfield Valley Primary School