

The maths curriculum is built around 6 subject areas:

- **Number & Place Value**
- **Four operations – Addition, Subtraction, Multiplication and Division**
- **Fractions**
- **Measurement**
- **Geometry**
- **Statistics**

Feedback is:

Immediate where possible

Uses green for great, pink to progress

Specific to the skill

Children self and peer assess

thousands	hundreds	tens	ones
4	0	7	4
4,000	000	70	4

In maths, we follow a '**mastery approach**' where learners are supported to complete tasks at age related expectations. The lessons are structured to include FFTs, a counting stick and modelled examples through the I do, we do, you do approach before children complete a task independently. To enable all learners to succeed, the use of a **CPA** approach is employed, allowing pupils to manipulate and see the concept before having to understand it in an abstract way. Once the **fluency** of the subject area is secure, this is then tested through a range of **problem solving and reasoning** activities put into different contexts.

AfL forms a key part of questioning during the lesson. This allows for all children to answer and the teacher to know what misconceptions they may need to address and when challenge can be implemented.

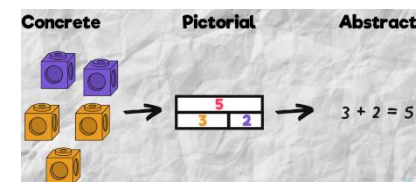
The use of 'Prove it' or 'How do you know?' questions allow for pupils to demonstrate further their understanding using mathematical vocabulary.

We effectively **model** learning through:

I do, we do, you do,

Think aloud, (what do I know already that will help me),

Making links to previous units taught in earlier year groups.



We use **scaffolds** to support independence:

CPA approach (Concrete, Pictorial, Abstract),

Part worked examples.

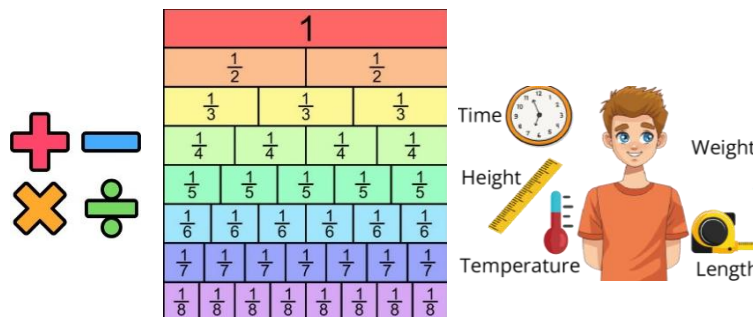
To disrupt the **forgetting curve**:

We have a mastery curriculum,

We have weekly arithmetic tests,

Each lesson begins with a FFT,

Gaps in knowledge are revisited through morning boards



*Key **Vocabulary** is sequenced and explicitly taught based on each of the subject areas,*

It is introduced at the start of each unit

It is evident on maths displays.



Learning is **sequenced** to enable children to build on previously learnt methods as a basis for more compact written methods.

Fluency is often taught alongside reasoning to ensure the deeper understanding of the concept.