SS Peter & Paul Catholic Primary School - **Long Term Subject Planning**

Subject: **Mathematics** (Following White Rose Maths)

Intent Statement

Maths is so much more than just numbers, equipping us with essential skills that will help us make our way in this world, enabling us to accomplish many tasks faced in everyday life. We challenge our children to use questioning, curiosity and investigation to become fluent with number, confident in their reasoning to explain they understand concepts and apply what they know, showing resilience and perseverance, to solve problems. All with a smile of enjoyment!

One of the three aims of the national curriculum states that pupils will: become fluent in the essentials of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. It is the aim of our Maths curriculum at SS Peter & Paul Primary that all children develop this confidence with number and conceptual fluency to grow into effective and competent mathematicians.

At SS Peter & Paul, we have adopted a mastery approach in order to deliver the three aims of the National Curriculum, fluency, reasoning and problem solving. Underpinning this pedagogy is a belief that all children can achieve in maths. We believe in promoting sustained and deepening understanding by employing a variety of mastery strategies, with teaching for conceptual understanding at the heart of everything we do. Our approach aims to provide all children with full access to the curriculum, enabling them to develop independence, confidence and competence – 'mastery' in mathematics in order to be independent mathematicians who are well equipped to apply their learning to the wider world.

With this approach at the heart of our maths curriculum, we intend for the children of SS Peter and Paul to build confidence with number and be proficient in all of the four operations. Our maths curriculum readies them for utilising maths in the real world and gives them the skills and knowledge required to be a success beyond the classroom. We want all children to know they can achieve and succeed and take their mathematics learning in all that they do.

Our aim is to ensure all learners are given the opportunities to develop and deepen their learning within mathematics. By using the CPA approach in all lessons we are allowing all children to explore and expand on their maths learning; making sure no child is left behind. We have adopted a "maths; everyone can" in line with White Rose and have embraced this mantra ourselves as leaders and educators.

Aims and Objectives

Through the teaching of maths, we aim to develop:

- A positive attitude towards maths and an awareness of the relevance of maths in everyday life; making maths meaningful.
- Become fluent in the fundamentals of mathematics, allowing pupils to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, having an ability to think logically in order to work systematically and accurately.
- An ability to work both independently and in collaboration with others.
- Can solve problems by working systematically and applying mathematics skills learnt. To be able to break down problems and persevere to find the solution.
- To inspire and allow children to become confident communicators of maths where pupils ask and answer questions, openly share work and learn from mistakes.

EYFS – Reception

ELG descriptor	Number	Numerical Pattern
	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the • other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Overview

EYFS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

EYFS learning also linked with Numberblocks and NCETM

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.

Year 1

	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 10)**					Number **Addition and subtraction (within 10)**					Geometry **Shape**	Consolidation
Spring	Number **Place value (within 20)**			Number **Addition and subtraction (within 20)**			Number **Place value (within 50)**		Measurement **Length and height**		Measurement **Mass and volume**	
Summer	Number **Multiplication and division**			Number **Fractions**		Geometry **Position and direction**	Number **Place value (within 100)**		Measurement **Money**	Measurement **Time**		Consolidation

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.

Year 2

	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**					Geometry **Shape**		
Spring	Measurement **Money**		Number **Multiplication and division**					Measurement **Length and height**		Measurement **Mass, capacity and temperature**		
Summer	Number **Fractions**			Measurement **Time**			**Statistics**		Geometry **Position and direction**		**Consolidation**	

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.

Year 3

	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**			
Spring	Number **Multiplication and division B**			Measurement **Length and perimeter**			Number **Fractions A**			Measurement **Mass and capacity**		
Summer	Number **Fractions B**		Measurement **Money**	Measurement **Time**				Geometry **Shape**		**Statistics**		Consolidation

Year Four - White Rose Maths Planning

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.

Year 4

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

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.

Year 5

	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**			
Spring	Number **Multiplication and division B**			Number **Fractions B**		Number **Decimals and percentages**			Measurement **Perimeter and area**		**Statistics**	
Summer	Geometry **Shape**			Geometry **Position and direction**		Number **Decimals**			Number **Negative numbers**	Measurement **Converting units**		Measurement **Volume**

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.

Year 6

	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, subtraction, multiplication and division**					Number **Fractions A**		Number **Fractions B**		Measurement **Converting units**
Spring	**Ratio**		**Algebra**		Number **Decimals**		Number **Fractions, decimals and percentages**		Measurement **Area, perimeter and volume**		**Statistics**	
Summer	Geometry **Shape**			Geometry **Position and direction**	**Themed projects, consolidation and problem solving**							

Faith Aspirations Multiculturalism

Mathematics at SS Peter & Paul

We believe that…

- Every child has the right to achieve their potential without a pre-conceived limit placed on their ability.
- Learning in maths should focus on depth of understanding before breadth.
- High expectations should be made clear to all learners.
- Emphasising the high value of mathematics education to all staff, pupils, parents and carers is key to our children becoming successful Mathematicians.
- Maths – everyone can!

What maths looks like…

- All children are encouraged to have a growth mindset that they can achieve and reach their potential in maths.
- Maths lessons are planned using White Rose Maths Scheme of work.
- Teachers refer to the "Progression of skills" and MAC Calculation policy when planning lessons.
- Lessons are delivered to the whole class using SmartNotebook or PowerPoint slides always starting with an anchor task question to promote discussion.
- Children are involved with their own personal progress through live marking.
- All children will be given opportunities to reason, problem solve and gain fluency both individually and with their peers.
- All children will have access to multiple representations and use concrete, pictorial and abstract representations alongside each other to develop a deep understanding of methods and concepts.
- Any child who rapidly grasps skills and concepts well in the main lesson is challenged by being given activities which require a greater depth of understanding.
- Differentiation will mainly be through depth and scaffolding rather than through tasks.
- The school focuses on formative assessment first and foremost and uses daily lessons to judge how well individuals and groups of individuals are secure in learning and to identify gaps and barriers.
- Termly White Rose assessments are carried out alongside Teacher judgment- this helps to inform future planning.
- SEND children are monitored through our Toolkit Tracker where pupil progress meetings are used to support learners with any SEND needs.