



Sequencing and Progression

Subject: Maths

School Intent	At Long Mead community Primary School we aspire to be outstanding with a curriculum that enables every child to achieve their best academically and socially. Every child is given the best opportunities to be the best version of themselves.
Maths Intent	The intent of our mathematics curriculum is to be accessible to all and to maximise the development of every child's ability and academic achievement. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Our pupils will learn to apply their mathematical knowledge across the curriculum, for example in age appropriate tasks in Science, Geography and DT. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.
Scheme/planning used and reason for use:	In KS1 and KS2 Power Maths is the basis of our planning. These lessons are taught in Year groups and are adapted to the needs of the children. In Reception, Maths activities are used as part of the daily continuous provision based on the Early Years Curriculum. Power Maths supports the teacher's subject knowledge and the teaching of mastery. Each small step is a lesson and practice book activity with a range of fluency, problem solving and reasoning questions. Mastery of Number is used to develop number sense in KS1 and LKS2 and is used for interventions in UKS2. In addition, Maths concepts are revised on a daily basis through low stack quizzes, arithmetic and times tables challenges and problem solving and reasoning challenges.
Adaptions made to scheme, including within classrooms and reasons for this:	Most children follow the Maths curriculum suitable for their year group. This will be adapted and scaffolded to support the slower graspers and extended to deepen the knowledge of the quickest graspers. Daily Maths interventions take place for the children who haven't quite grasped the concept within the lesson to enable the class to move on as a whole. For a few children, who are working significantly below their age group, they will follow a curriculum that will be designed to meet their needs based on Mastery of Number, the Ready to Progress documents and Power Maths for age that they are working at.
Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)	Maths is taught daily. A mix of concrete, pictorial and abstract representations and models will be used in all lessons to help the children really understand the concepts. The teacher delivers the Discovery section of the lesson and will then ping pong teaching and learning within the mixed age group classrooms. The working walls in classroom support the concepts that the children are working on with visual aids to help them recall facts and methods. Manipulatives are used across the school to enable children to develop a deep understanding of each concept. Daily catch-up interventions take place to ensure all the children are ready to move on in the following lesson. Pre-teaching is used to ensure all children are ready to start a new unit.
How we will be recording progress: (assessment, independent tasks, books)	Daily times table practice and weekly arithmetic tests take place in all KS2 classes. This allows children to re-visit their prior knowledge on a regular basis. Low-stake quizzes will take place regularly and will be inter-woven within other units. Key vocabulary and representations are on the working wall and are referred to in lessons. Assessments are carried out three times a year. Gap analyse is carried out to identify gaps that need addressing. Data drops are carried out three times a year. Tests and challenges, in addition to books, are used to inform judgements.

<p>How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)</p>	<p>Daily times table practice (games and activities) and weekly arithmetic tests take place in all classes. This allows children to re-visit their prior knowledge on a regular basis. Low-stake quizzes will take place regularly and will be inter-woven within other units. TTRS will be used to run class and year group competitions. Problem-solving and reasoning questions are practiced outside of the main Maths lessons and revisited regularly.</p>
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