




# Sequencing and Progression

## Subject: Maths

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| 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 routine 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. Number Sense is used to support the children's learning of number recognition and basic addition and subtraction 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. Throughout our medium term planning age appropriate maths opportunities are also highlighted and planned for across the wider curriculum in subjects such as Science, Geography and DT.   |
| 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 will 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.   |
| 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 then the LSAs support the children within when they are working in the practice book. The working walls in classroom support the concepts that the children are working on with visual aids to help them recall facts and methods. Daily catch-up interventions take place to ensure all the children are ready to move on in the following lesson.  |
| Progression of skills   | ARLOs are created from the National Curriculum requirements to assess the children and address any gaps. Leaders then use this so they are aware of any children who are below ARE or above, noting any children who are not making expected progress. Children's learning will be evidenced through: arithmetic and times table challenges, Times Tables Rock Stars, class book, practice book and the use of stickers to note pupil voice.<br><br><div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Power Maths<br/>Calculation and Progr</p> </div> <div style="text-align: center;">  <p>Power maths<br/>Calculation and Progr</p> </div> <div style="text-align: center;">  <p>Power maths<br/>Calculation and Progr</p> </div> </div> |

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| How we will be recording progress:<br>(assessment, ARLO's, independent tasks, books)                      | <p>Daily times table practice 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.</p> <p>Key vocabulary and representations are on the working wall and are referred to in lessons.</p> <p>Assessments are carried out three times a year. Gap analyse is carried out to identify gaps that need addressing.</p> <p>Data drops are carried out three times a year. ARLOs, tests, challenges in addition to books are used to inform judgements.</p>   |
| How we will be developing long term memory within this subject:<br>(Knowledge acquisition and vocabulary) | <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>   |
| How life skills will be developed, including SMSC and British Values.                                     | <p><b>Social</b> – themed Maths weeks, range of groupings.</p> <p><b>Moral</b> – 5 R's focus, discussing termly targets within all lessons, monitors for jobs/tasks. High expectations of behaviour. Pupil voice carried out throughout the year by subject leaders.</p> <p><b>Spiritual</b> – links made to Islamic design and symmetry and shape.</p> <p><b>Cultural</b> – making relevant connections between Maths and understanding the world.</p> <p><b>Democracy</b> – School council working together to develop a Maths focus week for all the school and through pupil voice.</p> <p><b>Rule of Law</b> – rules and expectations within Maths lessons</p> <p><b>Individual Liberty</b> – Opportunities to challenge and extend learning, adapting planning to suit the needs of our learners, presentation key across all subjects is key and pupil voice. Development of extra-curricular activities throughout the school such as Maths groups and Times Table Rock Star clubs.</p> <p><b>Mutual respect</b> – rules and expectations, clear modelling, time to talk and discuss/share views.</p> |
| How we will be ensuring and promoting cultural capital  | <p>As our pupils progress, we intend that they be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. This is promoted through active and engaging lessons based in a real life context.</p>  |