



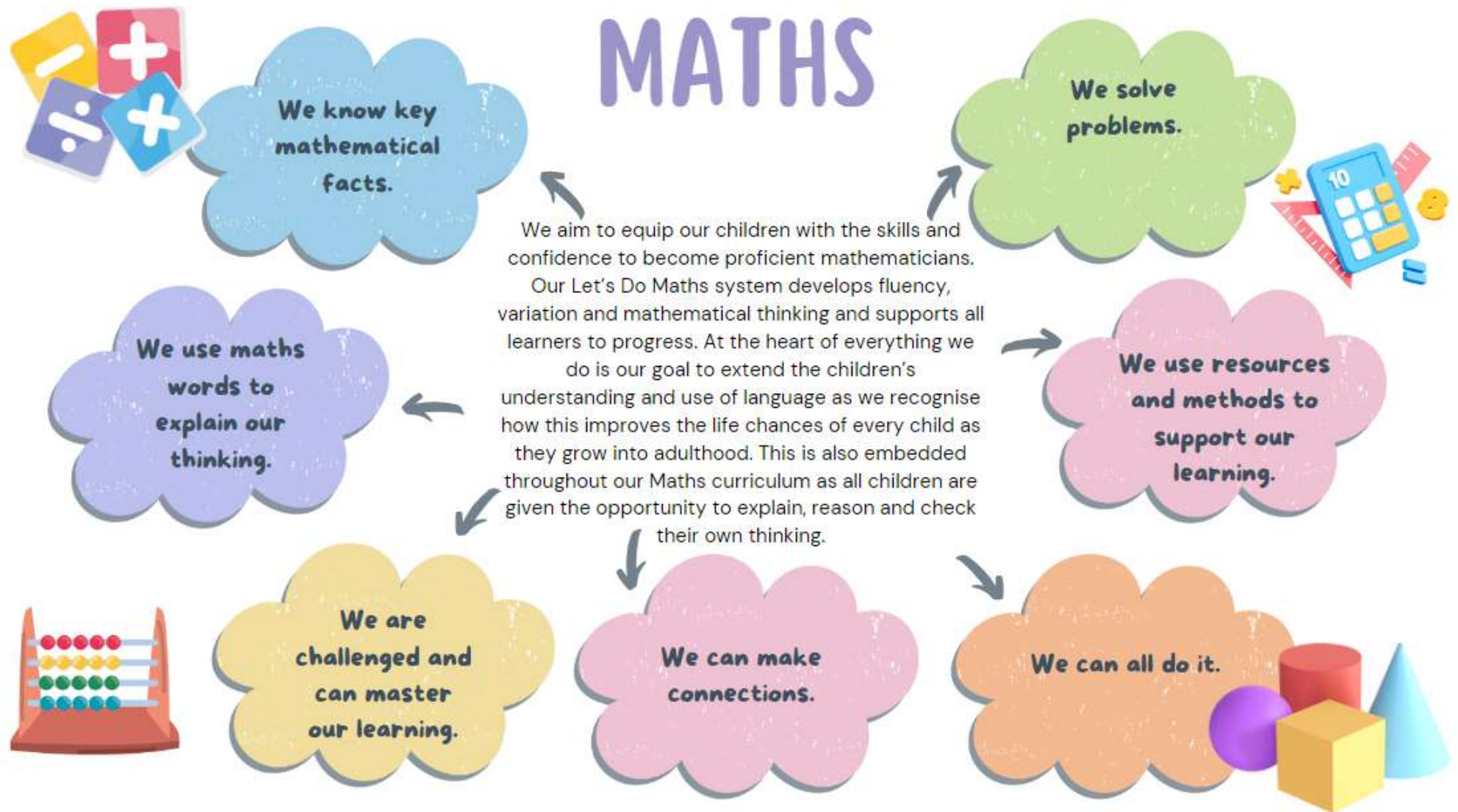
Curriculum Statement - Maths

At The Littletons, our whole curriculum is underpinned by our school vision:

“Just as God has created every individual with unique talents and skills, our school community provides a nurturing and inclusive environment, where everyone is encouraged to explore their individual creativity and to confidently use their talents in order to achieve their God given potential and to make the world a better place.”

Our curriculum fulfils the National Curriculum requirements.

Intent:



Implementation:

- **Our long-term plan is based on White Rose (V3), with some adaptations to suit our learners.** This allows units to be covered in depth across the year and sets a high expectation that teachers and children will work towards making progress within this time frame. Some units may take slightly longer depending on issues that may have arisen from the 'cold assessment'.
- **Implementation of small steps** – White roses manageable small steps already sequenced and followed together with children's learning. These may be slightly adapted as lessons progress depending on the children's needs.
- **Each lesson follows the 'Let's Do Maths' system.**

A typical daily lesson in Year 1 to 5 is usually 60 minutes for mathematics (45 minutes maths and 15 minutes fluency) and is structured with:

- Let's Be Fluent (Flashcards/Let's Calculate)
- Let's Multiply/Let's Count (x tables or counting)
- Let's Start/recap (Flashback 4s/recap of learning)
- Let's Solve it Starter
- Main teaching of lesson
- Let's Practise (an activity based on the main teaching of the lesson).
- Teaching and modelling of let's practise +
- Let's Practise + (this should be using the skills in let's practise but applying them in a different way e.g. a different representation, problem solving)
- Let's Master (discuss as a class different ideas about how this could be solved without actually solving it. Those ready then move onto this independently)
- Let's Check (as a class look at a true or false/ reasoning activity related to objective of lesson.)
- **We teach daily let's be fluent sessions. Flashcards** are used 3 x a week to recall know and remember knowledge and facts. **Let's calculate** is used 2 x a week to recall of methods and calculation strategies. Children complete daily activities involving know and remember facts every morning also.

- **We use Let's Explain for children to reason using mathematical vocabulary.** Throughout all lessons, children are given opportunities to solve a problem and explain how they know. Teachers encourage children to use mathematical vocabulary and therefore extending children's understanding of language. Sentence Stems are also used to aid explanations throughout lessons.
- **All children follow the age-related curriculum.** Learning is scaffolded to support those children that need. If children have SEND needs where they are unable to access the work, adaptations may be put into place.
- **Working walls are used across all classes to develop consistency.** To help the children become more independent learners, there are working walls in every classroom linked to the current unit and the children in Key Stage Two have their own maths jotters to look back at previous learning.
- **EYFS –** Across our EYFS, development matters and EYFS framework are followed as well as White rose topics. Daily Let's count/subitise fluency sessions are taught as well as daily maths lessons. Maths learning objectives are then in continued provision.
- **The bar model is used for problem solving.** The bar model is used throughout every class from Reception to Year 5 to solve problems in a variety of ways.
- **To develop rapid recall of times tables across the school we use:**
 - Let's Multiply.** Let's Multiply takes place daily in Years 2,3 and 4 and three times a week in Year 5 to develop rapid recall of multiplication and division facts.
 - Use and monitoring of Times Tables Rock stars.** All children from year 2 to year 5 have a Times Tables Rock stars account. It is used as part of their homework to practise their times tables at home.
 - Use of songs.** Songs are used to develop counting and times tables knowledge. These allow children to build a pattern which embeds their learning deeper.

Impact:

By the time children leave The Littletons, we expect them to:

- Have a sound understanding of the maths curriculum.
- Be fluent and more efficient mathematicians.
- Be given the opportunity for mastery and have the skills to continue this.
- Build up perseverance and resilience through the Let's do Maths system.
- Be able to reason and explain, not only verbally but also through written explanations.
- Be able to recall times table facts fluently and rapidly.
- Be able to discuss their own abilities honestly and are able to discuss their learning.
- Have no 'fear' of Maths and show enjoyment for the subject.
- Not experience a 'ceiling' or 'capping' of achievement.

Children's learning will be assessed through:

- **Each unit starts with a 'cold assessment' and finishes with a 'hot assessment'**. These allow teachers to assess mathematical knowledge and understanding from the previous year as well as the children's current year group. The 'hot assessment' allows teachers to assess the learning against the objectives taught in the unit and enables identification of any 'gaps' that need to be filled after the unit is finished. A comparison between the Cold and Hot Assessments indicates the amount of progress made.
- **Developing end of term tests so that they cover what we have covered to give children the opportunity to be successful.** Children are formally assessed in mathematics at the end of every term. Teachers develop their own test paper that cover only aspects of maths that have already been taught. For the end of year formal assessment, we use NFER arithmetic and reasoning tests.

WHITEROSE??

- **Immediate verbal feedback during lessons.**
- **Pupil Voice**