Park and Parkwall Federation Maths curriculum

How we organise and sequence our maths learning:

We aim to have breadth in our maths curriculum and will often exceed what is expected in the national curriculum.

Long-term planning

We have created long-term plans that outline a carefully thought through sequence of units we believe help children make links between concepts taught.

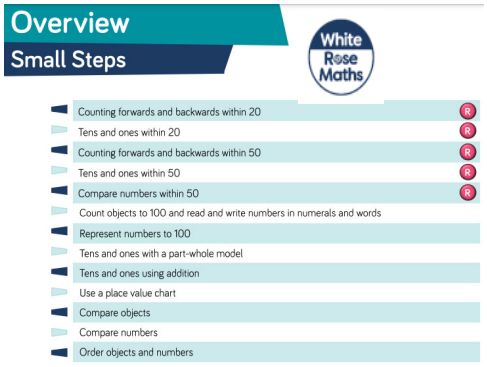
Park and Parkwall Long Term Maths Plan – Year 4

Autumn	PLACE VALUE (4 weeks)		ADDITION and SUBTRACTION (4 weeks) Must cover min of 3 lessons on perimeter that get progressively harder		MULTIPLICATION and DIVISION (6 weeks)	
Spring	CONSOLIDATION/ GAPS	Measurement – AREA (1 week)	FRACTIONS (5 weeks)		DECIMALS (5 weeks)	
Summer	CONSOLIDATION/ GAPS	Measurement – MONEY (2 weeks)	SHAPE (3 weeks)		LENGTH (1 week) / TIME (3 weeks)	Geometry – Position and direction (1 week)
Statistics should be covered in the wider curriculum – especially creating graphs and analysing the data						

Unit planning

For each unit, year groups use small steps set out on white rose alongside the NCETM's ready to progress exemplification and prioritisation documents. We then check against the national curriculum statements to make sure all objectives are covered.

Teachers use these documents to gather ideas, and while taking into consideration gaps from entry tests, they will carefully map out the correct small steps to build on their children's previous learning and enable deeper, long-term memory.

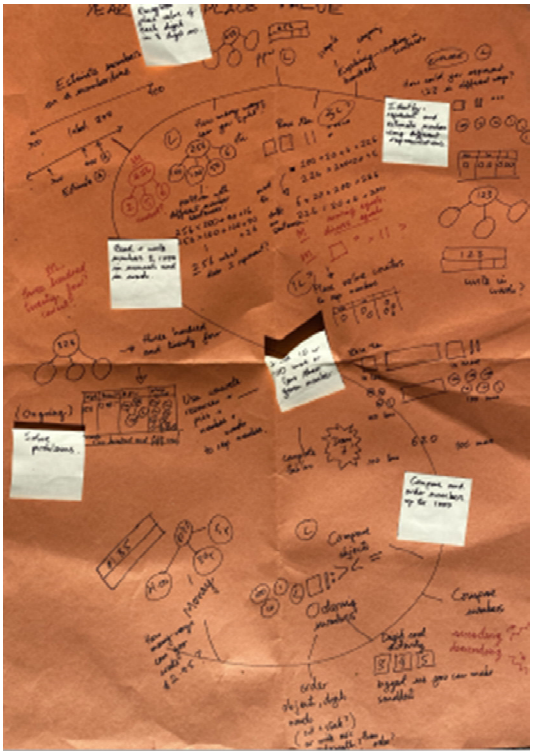


S Plans (Unit plans)

To do this, year group teams complete s-plans for each unit. These plans put the objectives for the unit in a sequence that should help children to master each concept. They also explore the representations children will use, potential misconceptions and how they may vary the concept procedurally and conceptually.

As leaders, we have held numerous staff meetings to make sure year groups can make the right decisions and know how to maximise learning opportunities. We also monitor s plans regularly and give extra support where it is needed.

During the teaching of these units, teachers are encouraged to use formative assessment to adapt the sequencing of these lessons if required.

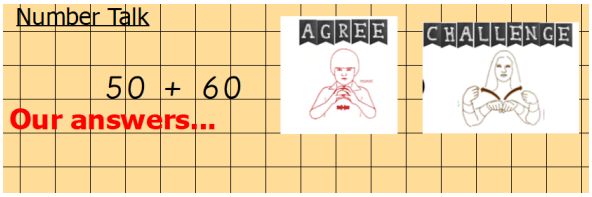


Maths starters - 'Developing fluency and building long term memory' (year 2 to 6)

We have a carefully thought through progression of maths starters throughout the week.

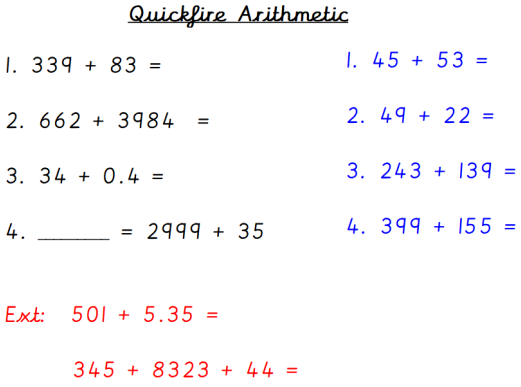
Monday - Number talk

Number talk is an opportunity for children to develop fluent strategies to solve simple calculations.



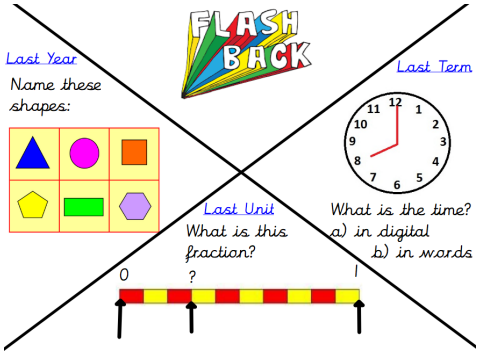
Tuesday, Wednesday and Thursday - Arithmetic

This gives pupils the chance to overlearn key skills which should become part of their long-term knowledge.



Friday - Flashback

Flashback gives children the chance to revise and revisit concepts not covered in arithmetic such as shape, space and measure for example.



NumberSense Starters—(year 1 and year 2)

NumberSense gives children the opportunity to gain strategies to become fluent in addition and subtraction facts, using subitising as the base of it and building towards multiple strategies to avoid counting.

Lesson Structure

Lessons will start with an opportunity to explore a misconception from prior learning, often from the day before. Teaching inputs are structured around "I do, we do, you do" approach and teachers are encouraged to share their thinking and model very clearly for the first example.

In key stage two, a hinge question will be used to assess the children's understanding and children who need support will have extra teaching input. Answer stations are then used so children can assess their understanding and identify misconceptions independently within that lesson.