

Curriculum Design & Sequencing of Content

Each year group follows a long-term plan, which is fully in line with the expectations laid out in the Primary Curriculum. In the Foundation Stage, children's understanding is scaffolded through exploration in real-life play, which stems from the White Rose scheme of learning. From Year 1 through to Year 6, planning is sequenced according to the White Rose scheme of work but all teaching and learning resources are fully tailored to fall in line with our whole school maths lesson structure.

Mastery Approach & Whole School Learning Routine for Mathematics

All staff across the school work exceptionally hard to teach mathematics using a 'Mastery Approach'. Concepts are broken into small component parts with teachers scaffolding new learning. At each stage teachers will model and guide, then children have a go independently. Teachers and pupils refer to this in lessons as 'I do, we do you do'. Planning and teaching ensures key principles of fluency, variation, representation and structure and mathematical thinking are embedded to enable children to apply these in a wide and varied range of contexts.

Maths Leader

Jonathan Smith, co-ordinator for mathematics, is leading our school in its mission to ensure that all children develop a secure understanding and love of the subject through inspiring and challenging lessons.



Maths at Burton Joyce Primary School

The teaching and learning of mathematics is an integral element of our school curriculum and it is taught in classrooms where children are supported, guided and encouraged to achieve their maximum potential in challenging but achievable lessons. Children's understanding of mathematics is secured and then deepened through challenges which are posed in both meaningful and varied contexts and representations.

Arithmetic

Our Foundation Stage learning principles provide our pupils with the secure foundations in number fluency they will need to be in a position to flourish in Key Stage 1. From Year 1 to Year 4, our students engage in a fortnightly rolling programme, which is designed to ensure our pupils are secure with their age appropriate number bonds and times-table recall facts. By developing a secure understanding of how to manipulate numbers by Year 4, our pupils in Years 5 & 6 are able to further extend and embed their arithmetic skills to include progressively larger numbers and more complex and abstract manipulation of fractions and percentages.

Times-Tables

As children work towards their goal of becoming 'number-fluent', we support pupils to develop efficiency of their times-table recall. Across the whole school, wide and varied methods are used to support all types of learners. At the heart of our goal to ensure all of our pupils become 'number-fluent' is Times-Table Rockstars: a highly popular application which allows children to embrace their competitive side!

Number Bonds

At the core of our approach to mathematics is our ambition for all children to become 'number-fluent'. At the very heart of this target is a secure grasp of number bonds. Our teachers in FS and KS1 work tirelessly to support children in achieving this goal and the children are supported in further developing and consolidating their knowledge through ongoing teaching and use of Numbots (an online application).