

### Curriculum Design & Sequencing of Content

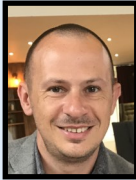
Each year group follows a long-term plan, which is fully in line with the expectations laid out in the Primary Curriculum. In the Foundation Stage, children's understanding is scaffolded through practical and written tasks, which stems from the White Rose scheme of learning. From Year 1 through to Year 6, planning is also sequenced according to the White Rose scheme of learning 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 both the 'Mastery Approach' and a consistent 'I Do, We Do, You Do' learning routine. The core principles of the 'mastery approach' (fluency, variation, representation & structure and mathematical thinking) ensure children build upon their understanding of skills and knowledge so they have a firmer and deeper grasp of how these can be applied in a wide and varied range of contexts. This is re-enforced through our 'Step 1, Step 2, Step 3' format, which ensures children fully embed the core conceptual understanding rather than simply progressing onto bigger numbers.

### Maths Leader

Jonathan Smith is leading our school in its mission to ensure that all children develop a secure understanding and love of mathematics through appropriately scaffolded, 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 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, addition and subtraction knowledge and methods 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 manipulation of fractions and percentages.

### Times-Tables

As children work towards their goal of becoming 'number-fluent', we support pupils to develop efficiency with their recall of times-table. 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).