



# Maths Curriculum

*"Learning Together, Achieving Together"*



# National Curriculum in England for Mathematics

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The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Our Intent

At Mereside Primary Academy the Mathematics Curriculum enables our pupils to **learn together and achieve together** to become fluent in the fundamentals whilst having the knowledge and skills to be able to reason and solve a variety of mathematical problems. We want our children to be ambitious, capable and confident mathematicians. We aim to instil a 'can do' attitude in all children. We intend for them to be fluent, problem solvers who develop skills for their future life in society. At Mereside we follow the Scheme of Learning from White Rose Maths, which starts in Early Years and continues through to Year 6 and beyond. This scheme ensures that our children have a wide coverage of all topics of the maths curriculum. Topics are revisited throughout the academic year and within the primary phase, so that a deeper understanding can be achieved by all. Maths is taught using both practical and written strategies, supporting pupils in making the connections between their learning and the development of life-long skills. Our Mathematics Curriculum contributes towards our pupils developing the skills and knowledge needed to help them thrive in their next steps in education and their lives within their community.

# Long-term Overview for Maths



|        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------|--------|--------|--------|--------|--------|

- NURSERY
- RECEPTION
- YEAR 1
- YEAR 2
- YEAR 3
- YEAR 4
- YEAR 5
- YEAR 6

|  |                          |                                     |                                     |                             |               |
|--|--------------------------|-------------------------------------|-------------------------------------|-----------------------------|---------------|
| <b>Maths:</b> Numerical Patterns, Number |                          |                                     |                                     |                             |               |
| <b>Maths:</b> Numerical Patterns, Number |                          |                                     |                                     |                             |               |
| Place Value                              | Addition and subtraction | Shape                               | Measurement                         | Multiplication and division | Fractions     |
| Place value                              | Addition and subtraction | Shape                               | Multiplication and division         | Measurement                 | Fractions     |
| Place value                              | Addition and subtraction | Multiplication and division         | Measurement                         | Fractions                   | Geometry      |
| Place value                              | Addition and subtraction | Multiplication and division         | Measurement                         | Fractions and decimals      | Geometry      |
| Place value                              | Addition and subtraction | Multiplication and division         | Fractions, decimals and percentages | Measurement                 | Geometry      |
| Place value                              | Four operations          | Fractions, decimals and percentages | Measurement                         | Geometry                    | Consolidation |