Curriculum Progression Maths

Whole school curriculum intent:

At Bisley Blue Coat C of E Primary School, **all curriculum decisions are driven by our Christian vision: *Love, Learn, Live as One*.**
This vision shapes the culture of our school, the design of our curriculum and the daily experiences of every child.
This integral vision and a set of core values; ***community, love, respect and trust*,** are at the heart of all learning at our school.

Love - We aim to develop an education that enables every child to feel known, valued and loved.

Our curriculum is designed to:
Encourage children to persevere when faced with challenge, taking pride in their efforts and achievements.
Provide rich, memorable learning experiences that build cultural capital and expand children's understanding of the wider world.
Equip pupils with the language, knowledge and character to become responsible, respectful and thoughtful citizens.

***Learn - We are committed to enabling every child to flourish academically, personally and spiritually*.**

Our curriculum is designed to:
Statutory EYFS Framework expectations form a secure foundation for early learning, with a strong emphasis on communication, language, early reading, physical development and personal, social and emotional growth.
The National Curriculum provides the minimum entitlement for all pupils, enriched through meaningful, purposeful learning that links subjects together where appropriate.
Children develop resilience, independence and high aspirations for their futures.
Learning is ambitious, inclusive and adapted so that every child — including those with SEND — can succeed.

Live as One – We recognise our responsibility to help children understand and value the world and people around them.

Our curriculum is designed to:
Encourages children to see one another as unique individuals, each deserving of dignity, kindness and fairness.
Celebrate the diversity of God's world, promoting understanding, appreciation and respect for different backgrounds, cultures, beliefs and identities.
Teach and model how to live well together, how to disagree well, and how to build relationships that enable everyone to flourish.

Strengthens children's sense of belonging to both the local community and the wider world.
Promotes the core Christian values of Community, Love, Respect and Trust in every subject and every interaction.

Our Curriculum Intent in Practice
We understand that curriculum intent is not simply a statement of vision — it is the complete set of decisions and structures leading to high-quality delivery in the classroom.

Geography Curriculum Intent

To increase pupils' knowledge and understanding of the world and the people, places and environments within it and the interaction between them.

Subject Intent:

To increase pupils' prospects by: Giving pupils the skills and knowledge needed to be fluent mathematicians, and fully equip them to succeed in the next stage of their Mathematics education. *We are determined to ensure that our pupils are fluent in place value number and can then apply this to other areas of the Maths curriculum. We also want to create mathematicians who can reason and problem solve across all areas of the subject, as well as apply knowledge across the curriculum where appropriate.*
Building foundations for a love of life, a love of learning and a love of one another
• To develop an interest and curiosity of the world around them so that they intuitively question and think mathematically about problems they encounter.

- To develop mathematical understanding and conceptual knowledge not just procedural fluency.
- To become fluent in key number facts, appropriate to their year group (addition and subtraction facts, times tables and division facts)
- To use the four operations – both mental and written – with confidence; effectively, accurately and flexibly.
- To develop a deep understanding of an area of maths through reasoning and problem solving within all lessons.
- To be curious and ask questions about the maths in the world around them.
- Children will develop an understanding of the world of work and how specifically someone can make a forge a career for themselves within Maths.
- To understand how Maths has influenced their lives in particular (time, money etc).
- To identify the social and economic implications of Maths.
- To participate in mathematical events in the wider community/school.
- To use their mathematical knowledge to understand how they can contribute to a better community and society.

	Autumn Term	Spring Term	Summer Term
Mastering Number Programme	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their **subitising and counting skills**. They will **explore the composition of numbers within 5**. They will **begin to compare sets of objects** and use the language of comparison. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	Pupils will continue to develop their **subitising and counting skills** and **explore the composition of numbers within and beyond 5**. They will begin to **identify when two sets are equal or unequal** and **connect two equal groups to doubles**. They will begin to **connect quantities to numerals**. **Pupils will:** • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will consolidate their **counting skills, counting to larger numbers** and developing a wider range of **counting strategies**. They will secure knowledge of **number facts** through varied practice. **Pupils will:** • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
WR Units (to be taught one day per week)	**Measure and Pattern:** • Compare size, mass and capacity • Explore and create simple patterns **Position:** • Describing position **Circles and triangles:** • Identify, name and compare circles and triangles • Identify circles and triangles in the environment **Shapes with 4 sides:** • Identify, name and combine shapes with 4 sides • Identify shapes with 4 sides in the environment **3 D shapes:** • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks	**Mass and capacity:** • Compare mass and explore "balance" • Explore and compare capacity **Position/Time:** • Identify day and night • Talk about time • Order and sequence time **Length:** • Explore and compare length	**Height:** • Explore and compare height **3D shapes:** • Identify 3D shapes in complex patterns • Extend and make patterns **Patterns:** • Identify patterns in the environment • Identify units of repeated patterns • Create and explore own pattern rules **Visualise, build and map:** • Replicate and build scenes and constructions • Visualise and describe from different positions • Give instructions to build • Explore, represent and create maps

Y1/2 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value (within 20)**			Number **Addition and subtraction (within 20)**			Number **Place value (within 100)**				Geometry **Shape**	
Spring	Number **Addition and subtraction (within 100)**				Number **Multiplication and division**				Measurement **Length and height**		**Statistics**	Consolidation
Summer	Measurement **Money**			Number **Fractions**			Measurement **Time**		Measurement **Mass, capacity and temperature**		Geometry **Position and direction**	Consolidation

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Y3/4 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**				Number **Addition and subtraction**				Number **Multiplication and division A**			Measurement **Area**
Spring	Number **Multiplication and division B**			Measurement **Length and perimeter**		Number **Fractions A**			Measurement **Mass and capacity**		Number **Fractions B**	
Summer	Measurement **Time**		Number **Decimals**			Measurement **Money**		Geometry **Shape**	Geometry **Position and direction**		**Statistics**	

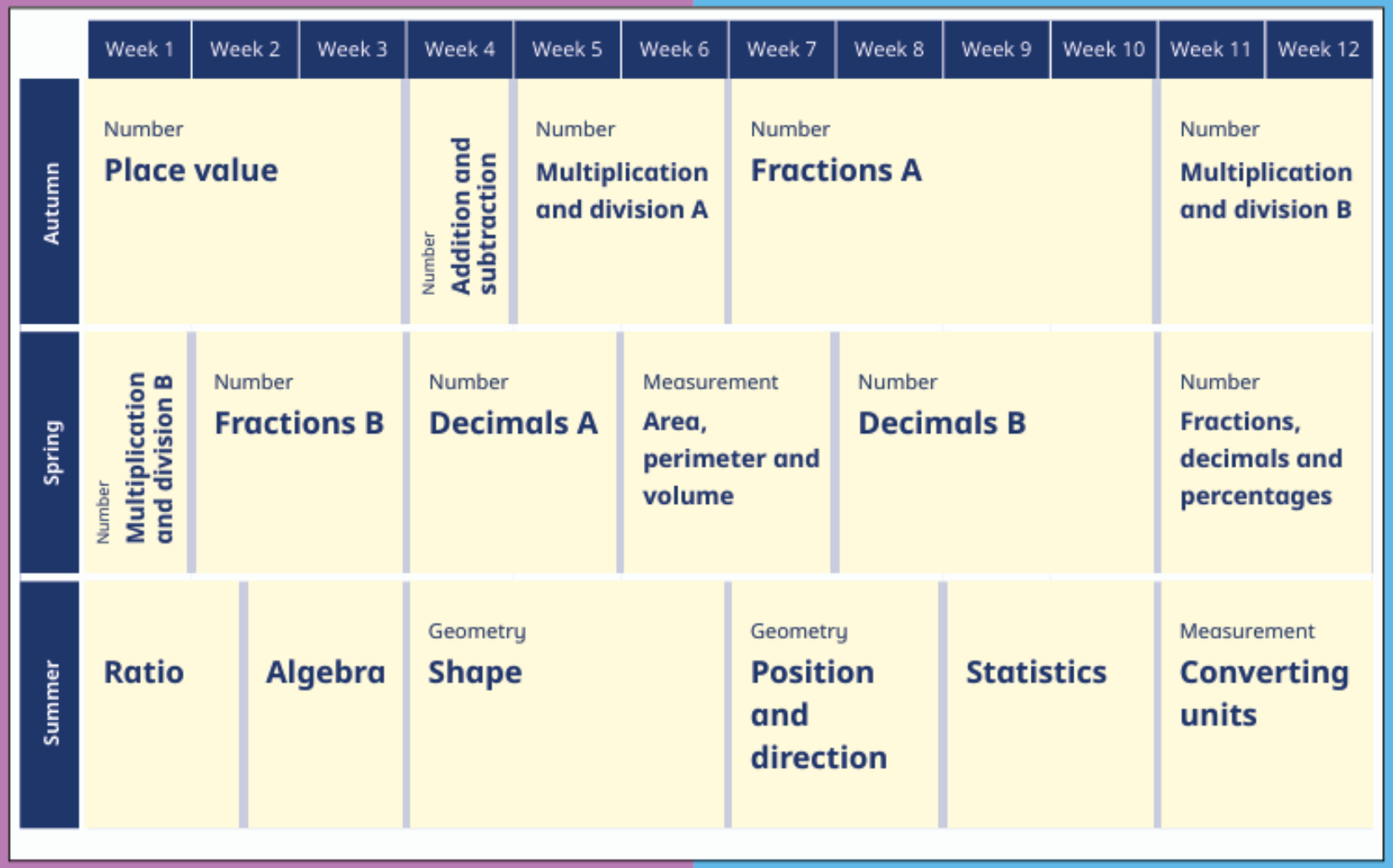
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Y5/6 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**			Number **Addition and subtraction**	Number **Multiplication and division A**		Number **Fractions A**				Number **Multiplication and division B**	
Spring	Number **Multiplication and division B**		Number **Fractions B**		Number **Decimals A**	Measurement **Area, perimeter and volume**		Number **Decimals B**			Number **Fractions, decimals and percentages**	
Summer	**Ratio**		**Algebra**	Geometry **Shape**			Geometry **Position and direction**		**Statistics**		Measurement **Converting units**	

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