



# Maths Overview – 2024/2025

<b>INTENT</b>	<p>The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p>					
<b>IMPLEMENTATION</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Foundation</b>	Baselines  5 weeks NCTEM Mastery in Numbers	2 shape  Patterns  5 weeks NCTEM Master in Numbers  Length, Weight and Capacity	5 weeks NCTEM Master in Numbers  Time	6 weeks NCTEM Master in Numbers	4 weeks NCTEM Master in Numbers	5 weeks NCTEM Master in Numbers  Length, Weight and Capacity
<b>Year 1</b>	Place value within 10  Addition and subtraction within 10	Addition and subtraction within 10  Geometry  Consolidation  Place value within 20	Addition and subtraction within 20  Place value within 50  Length and height	Length and height  Mass and volume  Multiplication and division  Fractions	Fractions  Position and direction  Place value within 100	Money  Time  Consolidation
<b>Year 1 and 2</b>	NCTEM Mastery in Numbers as a stand alone 10 min session for 5 weeks each term					
<b>Year 2</b>	Place value  Addition and subtraction	Addition and subtraction  Money  Multiplication and division	Symmetry  Shape  Fractions	Time  Length  Weight	Missing numbers Recall- shape, fractions, number operations, time	Assessments  Problem solving and investigations

			Position and direction	Capacity Temperature Statistics		
<b>Year 3</b>	Place value Shape	Addition and subtraction Time	Multiplication and division Mass and capacity	Multiplication and division Fractions Length and perimeter	Fractions Statistics	Money Money and consolidation
<b>Year 4</b>	Place value Addition and subtraction	Area Multiplication and division	Length and perimeter Fractions	Decimals Money	Time Shape	Statistics Position and direction Consolidation
<b>Year 5</b>	Place value Addition and subtraction	Multiplication and division A Fractions A	Multiplication and division B Fractions B Decimals and percentages	Decimals and percentages Perimeter and area Statistics Shape	Shape Position and direction Decimals	Negative numbers Converting units Volume
<b>Year 6</b>	Place value Addition, subtraction, multiplication, division	Fractions A Fractions B Ratio Converting units	Algebra Decimals Fractions, decimals and percentages	Area, perimeter and volume Statistics Shape Position and direction	Position and direction Consolidation	Themed projects
<b>IMPACT</b>	Everyone will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Everyone will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language Everyone will 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.					
<b>Article</b>	<a href="#">Article 28</a> Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.					

	<p>Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>
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