



# Maths Curriculum 2022-2023

## Intent

At Bushbury Lane Academy, we recognise that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. We aim to provide a high-quality mathematics education with a mastery approach so that all children:

- become fluent in the fundamentals of mathematics;

- reason mathematically;
- can solve problems by applying their mathematics.

(National Curriculum 2014)

### Implementation

At Bushbury Lane Academy, we use Maths No Problem skills in years 1-6, which have been written to support teachers in all aspects of their planning whilst delivering key skills and methods effectively. Teachers are provided with support to plan their curriculum through our school's CPD offer, inset days, staff meetings and working alongside outside education providers e.g. Wolverhampton educational team and University.

Maths is blocked into subject areas to ensure for coverage of skills and knowledge. We focus our blocks on:

Number and Place value;

Addition and subtraction;

Multiplication and division;

Fractions;

Geometry;

The teaching of times tables, mental arithmetic, algebra. Number fluency, time, position and direction etc. will be taught throughout the year during daily activities or continuous provision.

Within KS2, mathematics lessons are streamed to ensure that children are taught the curriculum most appropriate to them. This does not mean that a limit is placed on their learning as they will still journey through basic, advancing and deep. Assessments are made daily, weekly and half termly and groups are fluid and professional discussions happen to ensure children are placed into the correct groups. Children also have the experience of working within their class maths groups during cross curricular maths which ensures that mathematical conversations at that age level are happening throughout.

As part of this planning process, teachers need to plan the following:

- A sequence of learning which includes skills and knowledge, vocabulary and assessment;
- Careful planning for progression and depth;
- Potential ways to enhance the learning experience with resources or out of the classroom experiences;
- Precise questioning to test conceptual and procedural knowledge.
- Tasks and challenge questions to challenge pupils to apply and deepen their learning and mathematical reasoning.
- Cross curricular opportunities

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document.

Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures. The profile for Mathematics areas of learning are Number (ELG 11) and shape, space and measures (ELG 12). We continually observe and assess children against these areas using their age-related objectives, and plan the next steps in their mathematical development through a topic-based curriculum.

There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside) - through both planned activities and the self-selection of easily accessible quality maths resources. Whenever possible children's interests are used to support delivering the mathematics curriculum.

Towards the end of Reception teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1 they are familiar with a structured lesson / activity.

Impact

Our mathematics curriculum is based upon 'Maths No Problem' resources which are fully supported by the Department for Education as they meet the requirements of the new curriculum. We measure our impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Termly assessment Progress in Understanding Mathematics Assessment (PUMA) which is a suite of termly standardised maths tests which enable school to track progress, predict future performance and benchmark against national averages - this is recorded online and in children's maths bookmarks to show progress from starting points;
- Pupil discussions about their learning.