Maths Curriculum

Bushbury Lane Academy

2026-2027

Rationale

At Bushbury Lane Academy, we believe that mathematics is a vital life skill that enables children to understand and engage with the world around them. Our mathematics curriculum is designed in line with the **National Curriculum for Mathematics (2014)**, which aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics.
- Reason mathematically by following a line of enquiry, making conjectures and developing arguments.
- Solve problems by applying their mathematics to a variety of routine and non-routine situations.

Through high-quality teaching and a mastery approach, we seek to develop confident, resilient and independent mathematicians who can apply their learning across the curriculum and in everyday life.

Curriculum

From Years 1-6, mathematics is taught through the **Maths No Problem!** programme, which supports the aims of the National Curriculum and promotes a mastery approach to learning. The curriculum is carefully sequenced to ensure pupils build knowledge progressively, make connections between concepts and develop a deep understanding of mathematical ideas.

The National Curriculum programmes of study are taught through the following strands:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measurement
- Geometry
- Statistics

Teachers plan learning that incorporates mathematical fluency, reasoning and problem solving, ensuring pupils are provided with regular opportunities to explain their thinking, justify their methods and apply their knowledge in different contexts.

Developing Mathematical Fluency and Foundational Facts

Mathematical fluency is central to our curriculum. As outlined in the National Curriculum, pupils are expected to develop efficient recall of key facts and procedures in order to free cognitive capacity for reasoning and problem solving.

Children are taught and regularly revisit foundational mathematical facts, including:

- Number bonds.
- Addition and subtraction facts.
- Place value knowledge.
- Doubling and halving.
- Multiplication and division facts.
- Times tables.

Regular retrieval practice and purposeful rehearsal support long-term retention and automatic recall.

To further strengthen fluency, pupils access:

- **NumBots** to develop secure number knowledge.
- **Times Tables Rock Stars** to develop rapid recall of multiplication and division facts.

Teaching and Learning

At Bushbury Lane Academy, we believe all children can achieve success in mathematics. Teaching is carefully adapted to ensure all pupils can access the curriculum whilst maintaining high expectations.

Lessons utilise the Concrete-Pictorial-Abstract (CPA) approach, enabling pupils to develop secure conceptual understanding through:

- Practical resources and manipulatives.
- Visual and pictorial representations.
- Abstract mathematical recording.

Teachers use adaptive teaching strategies including:

- Explicit modelling.
- Careful questioning.
- Scaffolded support and guided practice.
- Flexible grouping.
- Immediate feedback.
- Gradual fading of scaffolds to promote independence.

These approaches ensure that pupils can access age-related learning whilst developing the confidence to work independently and reason mathematically.

Early Years Foundation Stage

In the Early Years Foundation Stage, mathematics is taught through a combination of adult-led teaching, high-quality continuous provision and purposeful play. Planning is supported through **White Rose Maths** and aligned with the **EYFS Statutory Framework**.

The mathematics curriculum is designed to support children in achieving the **Early Learning Goals for Number and Numerical Patterns**, enabling them to:

- Develop a deep understanding of numbers to 10.
- Automatically recall number bonds.
- Verbally count beyond 20.
- Explore relationships between numbers.
- Recognise patterns within the number system.

Mathematics is embedded throughout the indoor and outdoor learning environment, providing rich opportunities for exploration, investigation and application. Staff use ongoing observation and assessment to determine next steps and build upon children's interests and existing knowledge.

Assessment

Assessment forms an integral part of mathematics teaching and learning and is used to identify next steps, address misconceptions and support progress.

Assessment includes:

- Daily formative assessment.
- Questioning and observation.
- Retrieval activities.
- Book scrutiny.
- End-of-unit assessments.
- Termly **NTS (National Test Style)** assessments.

Assessment information is used to monitor attainment and progress against National Curriculum expectations and inform future teaching.

Monitoring and Evaluation

The quality of mathematics education is monitored through:

- Lesson visits and learning walks.
- Book scrutinies.
- Pupil voice.

- Assessment analysis.
- Planning reviews.
- Professional discussions.

Monitoring activities ensure that the mathematics curriculum remains ambitious, well-sequenced and effective in enabling pupils to achieve the aims of the National Curriculum.

Outcomes

Through our mathematics curriculum, pupils develop the knowledge, skills and understanding necessary to meet the expectations of the National Curriculum and are prepared for the next stage of their education.

By the time pupils leave Bushbury Lane Academy, they are:

- Fluent in key mathematical facts and procedures.
- Confident problem solvers.
- Able to reason and justify their thinking.
- Independent and resilient learners.
- Equipped to apply mathematics successfully in everyday life.

This reflects our commitment to developing fluent mathematicians who enjoy mathematics and recognise its value in the world around them.