Curriculum Intent

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject. At Apley Wood Primary Academy, we aim for all children to develop a love of mathematics by making maths more meaningful so that they understand how they can use it in the future. We believe that Maths is an interconnected subject where pupils can make links and connections across different mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly difficult problems.

At Apley Wood Primary Academy, we aim to develop confident, fluent mathematicians who can reason and solve problems in a wide range of contexts. Our progressive, structured approach ensures pupils build secure foundational knowledge, enabling them to apply skills flexibly to more complex challenges. We prioritise fluency in procedures, conceptual understanding, and the ability to make connections across mathematical ideas. Mathematical language is embedded throughout, with opportunities for pupils to use precise vocabulary to explain and justify their thinking.

Curriculum Implementation

At Apley Wood Primary Academy, we aim to enthuse children in order to develop their thirst for mathematical knowledge. Our teaching focuses on building strong foundational knowledge while providing frequent opportunities for problem-solving and reasoning. Children have the opportunity to apply maths knowledge and skills across a range of other subject areas as maths is intertwined throughout the whole curriculum at Apley. Children study mathematics daily covering a broad and balanced mathematical curriculum including elements of number, calculation, fractions, geometry, measures and statistics. We follow the White Rose scheme of work and use the White Rose progression document to ensure our lessons are appropriate for our learners. We also ensure that all children will be able to develop their foundational knowledge, skills and fluency in Maths through a daily 15-minute fluency session. Years 1-4 follow the Fluency Bee programme and Year 5-6 develop speed and precision within number and the four operations. We focus not only on the mathematical methods, but we also focus on mathematical vocabulary as this is crucial to develop children's understanding. This is done through high expectations of vocabulary being used throughout teaching. We use a range of adaptive teaching strategies to support the learning taking place in maths lessons. At Apley Wood we use hinge questions within maths lessons as an assessment tool to aid flexible groupings and in the moment adaptations. Children's learning is supported through appropriate use of scaffolds and teacher modelling through a My Turn, Our Turn, Your Turn approach.

Our sequences of learning are based on overlearning which ensure that children regularly revisit concepts over the year and within the key stage, we use Flashback Four to support with this. This provides the children with a deeper understanding of key mathematical concepts. Within our planning, our aim is that children are taught through using a range of concrete, pictorial and abstract resources to secure and embed mathematical knowledge and concepts. We use the White Rose calculation policy which underpins how and when we teach methods across the school.

Within EYFS, children are taught maths through the White Rose scheme of work where children are taught maths daily. In addition to this, within the provision, children have access to prior and current learning enhancements to embed their learning as well as continuous provision resources for the children to follow their own mathematical interests. Children are also exposed to maths opportunities to count, problem solve and compare and sort during registration and snack times daily.

We aim for each child to be confident in each yearly objective and develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions. Each term, we develop problem solving skills by providing the children with an extended problem-solving experience.

Ensuring that children have strong foundations and develop fluency with foundational knowledge and skills is a fundamental part of our maths curriculum. Both foundational skills and multiplication facts will be assessed every half term to monitor progress and identify gaps. To support the children with their foundational knowledge and multiplication practice, children have access to ‘Times Table Rockstars’ and ‘Numbots’ as an online and fun learning platform.

Children in Year 1 and 2 complete their homework using Numbots, Year 3 and 4 complete their homework using Times Table Rockstars and Year 5 and 6 have homework sent home weekly linked to the unit of mathematics that they are covering within the classroom. EYFS children have the opportunity to access activities onto the website following the lessons that have been taught in school.

Curriculum Impact

Throughout each lesson, formative assessment takes place and feedback is given to the children through written or verbal feedback, close the gap and extension tasks. Gaps within lessons are closed quickly through targeted interventions. Teacher’s then use their assessment for learning judgments to influence their planning and ensure they are providing a mathematics curriculum that will allow each child to progress. The teaching of maths is also monitored on a termly basis through book scrutinies, learning walks or pupil voice activities. At the end of each unit, children are assessed based on the objectives that they have covered. Gaps and misconceptions can then be addressed in follow up lesson if needed. In EYFS, observations and assessments are completed regularly throughout the week. Each term children from Year 1 and above complete a summative assessment to help them to develop their testing approach and demonstrate their understanding of the topics covered. All children will use NTS mathematics assessments and Year 2 and Year 6 will also use previous SATs papers. The results from both the formative assessment and summative assessment is then used to determine children’s progress and attainment.