

## Maths intent statement

Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.

Shakuntala Dev

The intent of our mathematics curriculum is to be accessible to all and will maximise the development of every child's ability and academic achievement. We deliver mastery lessons that are challenging 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 science and other subjects. We aim for children to understand that mathematics is essential to everyday life. 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.

## Maths yearly overview

| Year<br>Group | Autumn   | Spring  | Summer  |
|---------------|--|---|---|
| 1             | Number: Place Value (within 10)<br>Number: Addition and Subtraction (within 10)<br>Geometry: Shape.<br>Number: Place Value (within 20) | Number: Addition and Subtraction<br>(within 20)<br>Number: Place Value (within 50)<br>Measurement: Length and Height<br>Measurement: Weight and Volume. | Number: Multiplication and Division<br>Number: Fractions<br>Geometry: Position and Direction<br>Number: Place Value (within 100)<br>Measurement: Money<br>Measurement: Time |
| 2             | Number: Place Value<br>Number: Addition and Subtraction<br>Measurement: Money<br>Number: Multiplication and Division                   | Number: Multiplication and division<br>Statistics<br>Geometry: Properties of Shape.<br>Number: Fractions<br>Measurement: Length and Height              | Geometry: Position and Direction<br>Problem solving and efficient methods<br>Measurement: Time<br>Measurement: Mass, Capacity and<br>Temperature.<br>Investigations         |
| 3             | Number: Place Value<br>Number: Addition and Subtraction<br>Number: Multiplication and Division   | Number: Multiplication and Division<br>Measurement: Money<br>Statistics<br>Measurement: Length and Perimeter<br>Number: Fractions                       | Number: Fractions<br>Measurement: Time<br>Geometry: Properties of Shape<br>Measurement: Mass and Capacity   |



| 4 | Number: Place Value<br>Number: Addition and Subtraction<br>Measurement: Length and Perimeter<br>Number: Multiplication and Division             | Number: Multiplication and Division<br>Measurement: Area<br>Number: Fractions<br>Number: Decimals  | Number: Decimals<br>Measurement: Money<br>Measurement: Time<br>Statistics<br>Geometry: Properties of Shape<br>Geometry: Position and Direction |
|---|---|--|--|
| 5 | Number: Place Value<br>Number: Addition and Subtraction<br>Statistics<br>Number: Multiplication and Division<br>Measurement: Perimeter and Area | Number: Multiplication and Division<br>Number: Fractions<br>Number: Decimals and Percentages   | Number: Decimals<br>Geometry: Properties of Shape<br>Geometry: Position and Direction<br>Measurement: Converting Units<br>Measurement: Volume  |
| 6 | Number: Place Value<br>Number: Addition, Subtraction, Multiplication<br>and Division<br>Number: Fractions<br>Geometry: Position and Direction   | Number: Decimals<br>Number: Percentages<br>Number: Algebra<br>Measurement: Converting Units<br>Measurement: Perimeter, Area and<br>Volume<br>Number: Ratio | Geometry: Properties of Shape<br>Problem Solving<br>Statistics<br>Investigations   |