



Curriculum Subject: Maths
Subject Leader: Max Jones
Curriculum Overview and Statement of Intent,
Implementation and Impact.

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|  | Vision "We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them." | Values Compassion Courage Community |
| | Motto Learning to make a difference through God's love. <i>Jesus said, 'Love one another as I have loved you' John 13:34</i> |  |
| | Mission <ul style="list-style-type: none">• Ensure that children are safe and demonstrate compassion for others.• The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected.• Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum.• Encourage inclusively high expectations enabling children to personally and academically thrive.• Deliver an inspirational, creative curriculum to meet the needs of our aspirational children.• Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations.• Create an environment that builds confidence for the school family to grow resilience.• Enable children to persevere on a journey of social, moral, cultural and spiritual growth. | |

Intent

At Newport CE Junior School, our intent for maths is to ensure we teach a broad, ambitious and progressive curriculum which allows our children to develop a fluent recall of key number facts as well as promoting the ability to reason and problem solve using a deep-rooted conceptual understanding in each area of the curriculum. The structure of our curriculum is designed to allow for depth of understanding and allocates sufficient time to each unit to ensure children are not rushed through objective by objective, but instead spend time consolidating their understanding of key knowledge and skills which will help them to commit learning to their long-term memory.

We aim to provide opportunities for regular rehearsal of key knowledge and skills through additional Daily Maths sessions and see this as a way to ensure learning is deeply embedded and accessible when required.

We believe our curriculum offer allows children to better understand the world around them by making explicit links between maths in school and maths in everyday life.

Implementation

Our curriculum is designed in line with the White Rose Scheme of Learning and is based upon the concept of block teaching. Teachers have been given autonomy over the structure, length and order of these blocks and this has been done through discussions with senior leaders and the maths curriculum leader. Yearly overviews are submitted to the maths planner each year to ensure there is sufficient coverage and compliance with the National Curriculum. We use White Rose Maths as a framework for teaching because of its Concrete - Pictorial - Abstract approach, which is fundamental to helping children build mental images in their heads, fully understand concepts and spot patterns easily. In addition, staff are encouraged to use manipulatives within the classroom to further support the learning journey of children. All staff, including HLTAs & support staff receive subject specific CPD in line with the subject priorities, these are delivered by curriculum leaders, T&L consultants, and external course providers. Resources and equipment are audited regularly so that children have materials of high quality and accuracy to support their learning. Our resources allow us to better use models and images to support learning in each area and enable the progression from concrete to pictorial to abstract. Children are familiar with these resources and can access them independently where needed. Alongside the White Rose materials, we use many other resources to ensure that our offer is rich and varied. These include NCETM & Nrich as well as a half-termly problem-solving focus to ensure coverage of all six areas of problem solving. Assessment is regular: formative at the end of unit of work, summative once a term and diagnostic within individual lessons to inform future planning.

Impact

At Newport Junior School, we are confident that by implementing our maths intent correctly, we will develop confident and resilient learners who are ready for wider world. We hope the intent has several key impacts on the children:

- Improved confidence within the subject of mathematics.
- An intrinsic love and enjoyment of maths.
- An ability to make links and connections between key areas of maths.
- The confidence to explore and test ideas and summarise these findings through generalisations and conjectures.
- Secure and fluent recall of arithmetic skills.
- Ability to problem solve, drawing on a range of mathematical understanding.
- Reason mathematically about their findings, offer statements of proof to justify.
- An understanding of how maths is relevant to their future life and the need to be a capable mathematician for their future success in life.

We will use a number of tools to measure the impact of maths at NJS:

- Internal school data via 3 data drops.
- Pupil Voice conducted by SLT.
- Inspection dashboard data.
- Progress records backtracking to KS1.
- Formative assessment using the professional judgement on class teachers.
- Book monitoring to view a day to day picture of maths within the classroom.

Yr 3 Yearly Overview

| Yr 3 | Wk 1 | Wk 2 | Wk 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Wk 14 | Week 15 |
|--------|------------------------|------|-------------------------------------|--------|--------|--------|--------|--------|--|--|---------|--------------------|--|---------|-------|---------|
| Autumn | Number; Place value | | Number; Addition and subtraction | | | | | | | Number; Multiplication And Division | | Assessment week | Number; Multiplication And Division | | | |

| Yr 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | | | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---|--------------------|--------|----------------------|--------|--|--|----------------------|--------|--------------------|-----------------------------------|---------|
| Spring | Number. Multiplication and division | Geometry; shape | | Number; Fractions | | | | Number; Fractions | | Assessment week | Measurement; Mass and capacity | |

| Yr 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--------|--------------------------------------|----------------------|--------|--------------------------------------|--------|--------|-----------------------|--|-----------------------|----------------------|---------|--------------------|------------|---------|---------|
| Summer | Measurement; Mass and capacity | Number; Fractions | | Measurement; Length and perimeter | | | Measurement; Money | | Measurement; Money | Measurement; Time | | Assessment week | Statistics | | |

Yr 4 Yearly Overview

| Yr 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
|--------|---------------------|--------|--------|--------|--------|----------------------------------|--------|--------|--|----------------------------------|-------------------|-------------------------------------|---------|---------|---------|---------|
| Autumn | Number: Place Value | | | | | Number: Addition and Subtraction | | | | Number: Addition and Subtraction | Measurement: Area | Number: Multiplication and Division | | | | |

| Yr 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | | | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------|--------|-----------------------------------|--------|-------------------|--|--|-------------------|--------|--------|--------|--------------------|
| Spring | Geometry: Shape | | Measurement: Length and Perimeter | | Number: Fractions | | | Number: Fractions | | | | Consolidation week |

| Yr 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--------|------------------|--------|--------|--------|--------------------|--------|-------------------|--|-------------------|-------------|---------|----------------------------------|---------|--------------------|---------|
| Summer | Number: Decimals | | | | Measurement: Money | | Measurement: Time | | Measurement: Time | Statistics: | | Geometry: Position and Direction | | Consolidation Week | |

Yr 5 Yearly Overview

| Yr 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
|--------|-------------|--------|--------|--------|---|--------|--------------------------------|--------|--|-----------|---------|---------|---------|---------|--------------------------------------|---------|
| Autumn | Place Value | | | | Calculation: Addition and Subtraction | | Calculation: Multiplication | | | Fractions | | | | | Measurement Area and Perimeter | |

| Yr 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | | | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-------------------|--------|--------|------------|--------|--|--|-------------------------------------|--------|--------|--------|---------|
| Spring | Geometry Shape | | | Statistics | | | | Fractions, Decimals and Percentages | | | | |

| Yr 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--------|---|--------|----------|--------|--------|---------------------------------------|--------|--|---------------------|-----------------------------|---------|---------|-----------------------|---------------|---------------|
| Summer | Calculation Multiplication and Division | | Decimals | | | Geometry Position and Direction | | | Negative Numbers | Measure Converting Units | | | Measurement Volume | Consolidation | Consolidation |

Yr 6 Yearly Overview

| Yr 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
|--------|-------------|--------|--------|---|--------|--|--------|--------|--|-----------|---------|---------|----------------------------------|-----------------|------------|---------|
| Autumn | Place Value | | | Calculations: Addition & Subtraction | | Calculations: Multiplication & Division | | | | Fractions | | | Measurement: Converting Units | Ratio & Algebra | Statistics | |

| Yr 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | | | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--------|--------|----------|----------------------------------|--------|--|--|----------------------------------|--------------------------|--------|-----------------------------------|-----------------|
| Spring | Shape | | Decimals | Fractions, decimals, Percentages | | | | Fractions, Decimals, Percentages | Area, Perimeter & Volume | | Geometry: Position & Direction | Assessment Week |

| Yr 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--------|--------------------|--------|--------|--------|-------------------------|--------|----------------------------------|--|-----------------|--------|---------|--|---------|---------|---------|
| Summer | Theme Park Project | | | | Revisit: Measurement | | Revisit: Position & Direction | | Practical Maths | | | Practical Maths & Contextual Problem Solving | | | |