St. Anne's Maths Long Term Plan

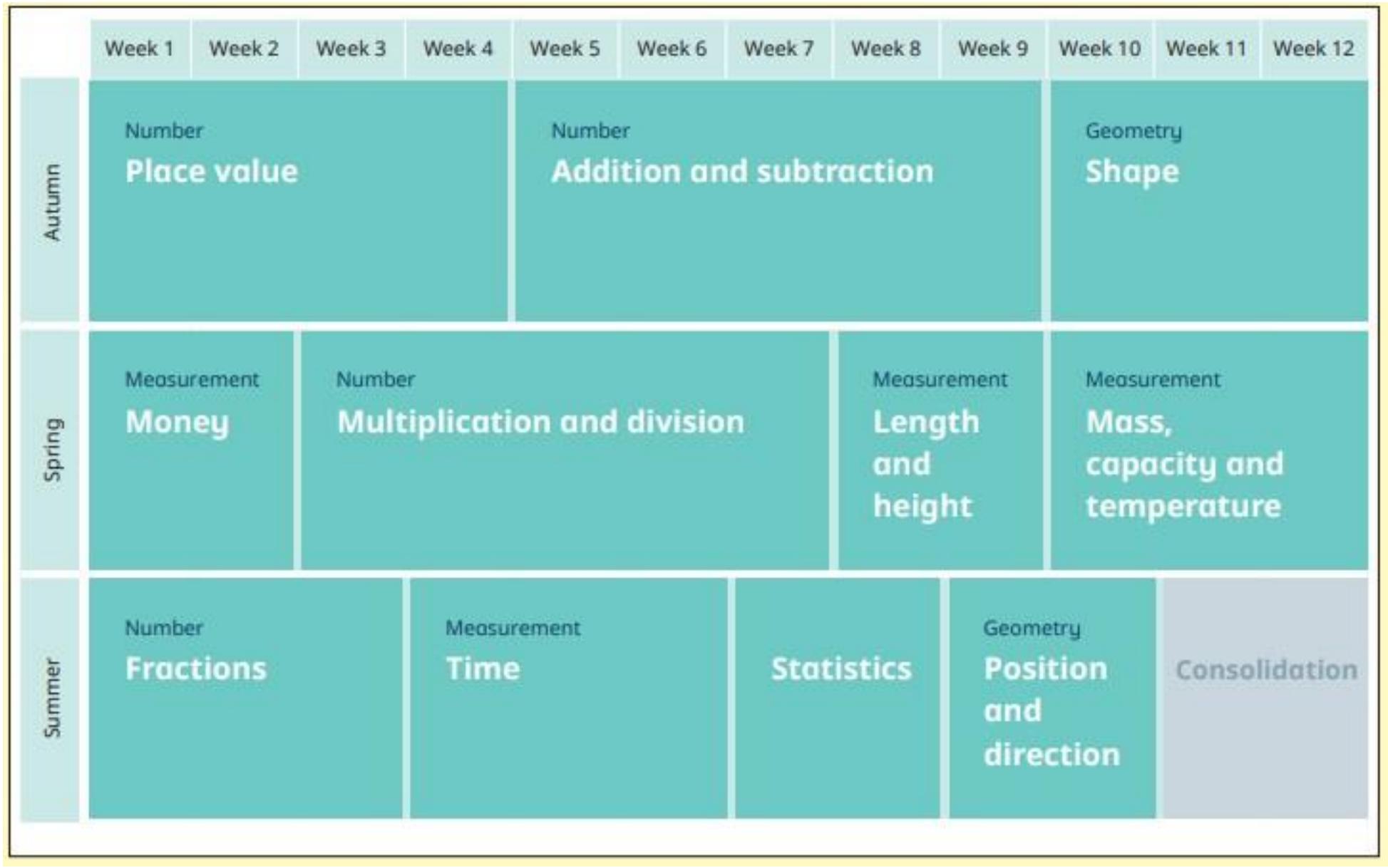
Reception Long Term Plan

Consolidation weeks may move to support the learning needs of the children.

Year 1 Long Term Plan

Consolidation weeks may move within a term to support the learning needs of the children.

Year 2 Long Term Plan



Consolidation weeks may move to support the learning needs of the children.

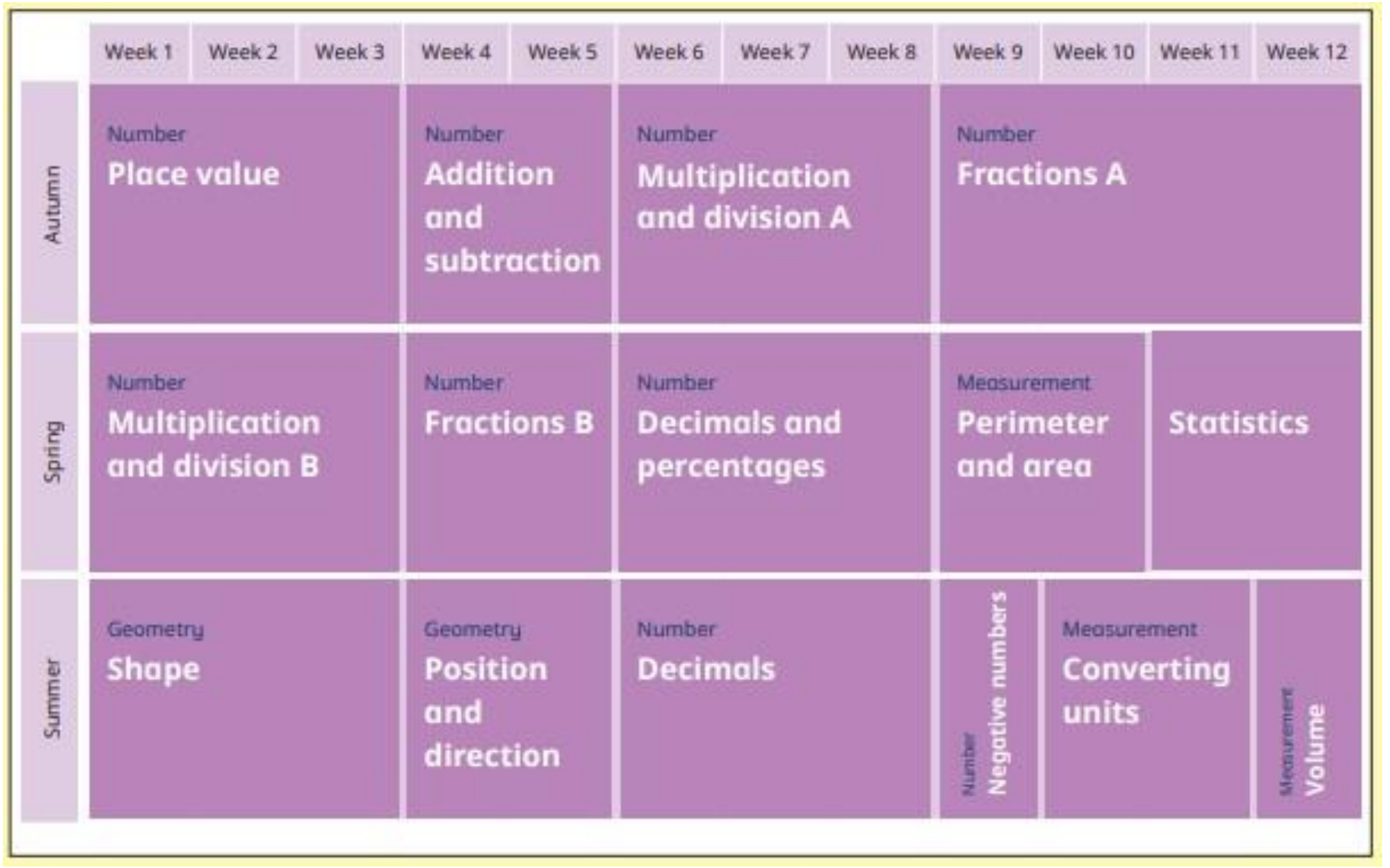
Year 3 Long Term Plan

Consolidation weeks may move to support the learning needs of the children.

Year 4 Long Term Plan

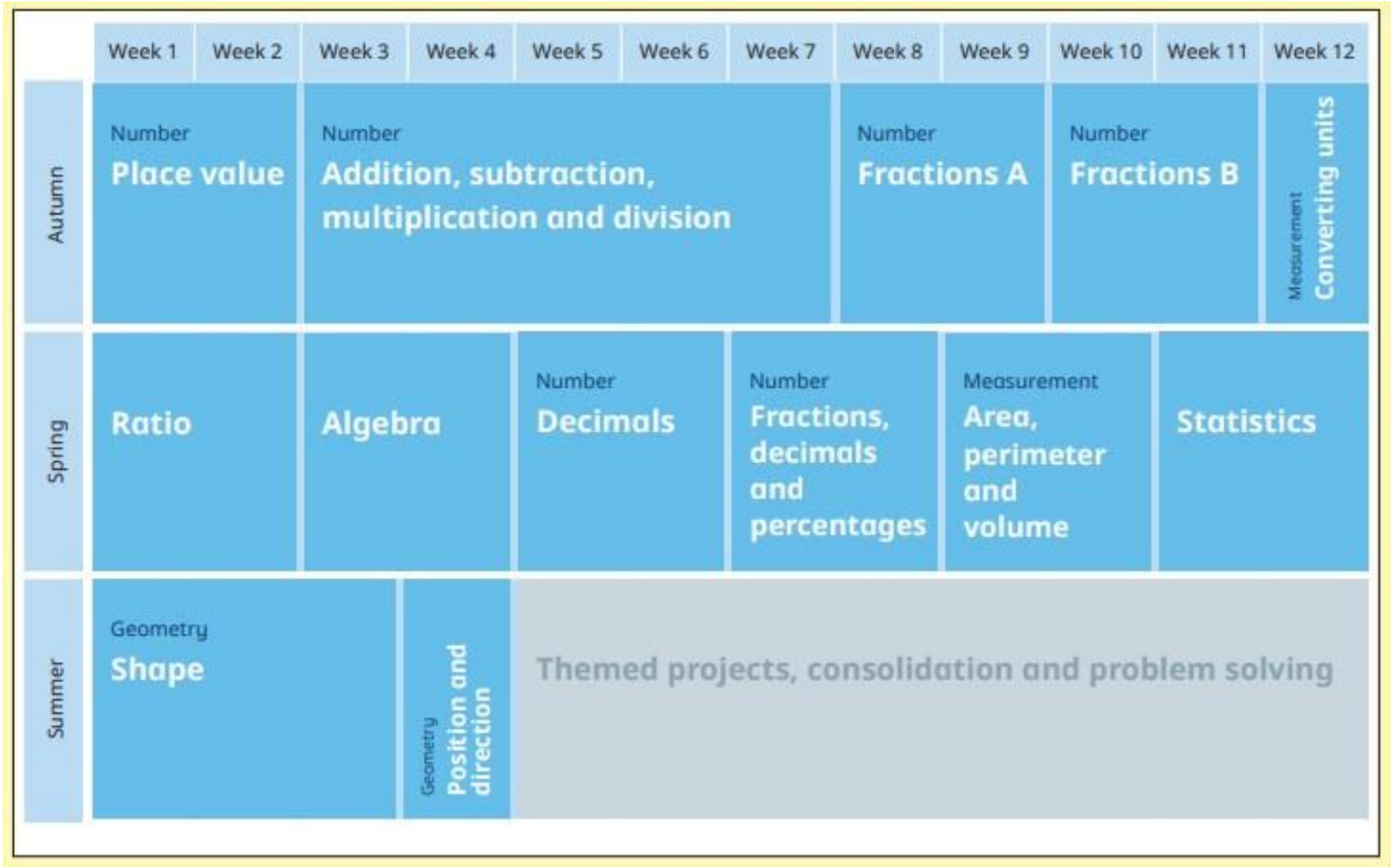
Consolidation weeks may move to support the learning needs of the children.

Year 5 Long Term Plan



Consolidation weeks may move to support the learning needs of the children.

Year 6 Long Term Plan



Consolidation weeks may move to support the learning needs of the children.

Mathematics Rationale

At St. Anne's, we are committed to ensuring that all children are mathematically proficient and confident in the use of maths in their everyday lives. To achieve this, we teach for maths mastery designed to ensure all children develop a deep and sustainable understanding of age-appropriate mathematical concepts, which can be built upon in the future. We believe that every child can achieve and encourage the growth mindset 'can do' attitude. Pupils learn to think mathematically to find patterns, connections and relationships between different concepts.

Building on relevant educational research, our maths curriculum has been responsive to the concept of retrieval practice and we understand that children need regular opportunities to revisit prior learning in order to commit mathematical understanding to long term memory.

We teach maths using the White Rose scheme, which is a whole-class, mastery resource. It is based on a smallsteps approach, which means the concepts are broken down so the children can acquire a deep, long-term, secure and adaptable understanding. It has been designed to support and challenge all pupils, and is built on the belief that everyone can learn maths successfully, by building number fluency, confidence and understanding, step by step.

By taking a Concrete, Pictorial, Abstract (CPA) approach, we allow children to tackle concepts in a tangible and accessible way. All ideas are built on previous knowledge and pupils have lots of opportunity to recognise relationships between topics.

Mathematics Rationale

Lessons typically are split into four parts:

Prior Learning (Flashback 4)

Children will review learning from previous lessons, days, units and years to consolidate learning and ensure children know more and remember more

Direct Teaching

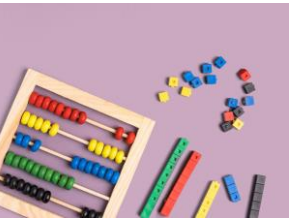
Children are taught the key concepts they need to succeed in the lesson. The direct teaching will include elements of concrete, pictorial and abstract where appropriate and prepare the children for their independent, paired or group tasks.

Task

Children to be provided with a variety of questions which increase in difficulty to apply their understanding. These will then extend to problem solving and reasoning where children demonstrate their understanding. Kagan strategies may be used at this point to support understanding and mastery.

Plenary

Children's understanding of the knowledge taught in the lesson is assessed and progress reviewed. Assessment for learning takes place throughout the maths lesson and this is used to adapt future teaching.



Maths Rationale

When we plan our lessons and sequences of lessons we structure the learning so that all pupils work through new content together as a whole group. Although we do not differentiate the learning task by reducing the level of difficulty for certain groups, the questioning and scaffolding that individual children receive in class will differ.

Teachers allow time for children to fully understand, explore and apply ideas using Kagan strategies, rather than accelerate through new topics. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention. This approach enables pupils to truly grasp a concept.

Fluency comes from deep knowledge and practice. At early stages, explicit teaching of multiplication tables is important in the journey towards fluency and contributes to quick and efficient mental calculation. We teach multiplication both through progressive teaching sequences and through multiplication chanting and recall of the times tables appropriate for each year group alongside 99 Club assessments to monitor progress.

At St. Annes we teach multiplication tables in the following year groups so that children are proficient in the rapid recall of all multiplication tables up to 12×12 by the end of Year 4

– Year 2: 2s, 5s and 10s

– Year 3: 3s, 4s and 8s

– Year 4: 6s, 7s, 9s, 11s and 12s.

We also use Times Tables Rockstars as tools to help pupils develop fluency in number facts and multiplication tables in school and at home.