| VISION FOR: Maths |
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| *The teaching of maths at Kobi Nazrul is steeped in the pedagogy of understanding the number system and encouraging all children to work mathematically. This is teaching through manipulatives and showing all aspects of maths including numbers, calculations and measures in a range of contexts. Teachers skilfully and confidently select a variety of examples to teach with and through, including a focus on maths in real life. Maths lessons have planned in opportunities for children to talk maths, explaining and proving their understanding. At Kobi Nazrul we ensure children are working at the correct pace for their understanding and as a result time frames and lesson groupings may differ. Lessons ensure children are able to show their understanding confidently through discussion with concrete understanding of mathematical terms. Children are confident to apply their mathematical skills in a range of examples.* |
| **PRINCIPLES AND RATIONALE** |
| What<br>How<br>Why<br>(November 2022 Inset sharing document)<br><br>In every maths lesson prior learning is reviewed through questioning and other formative assessment techniques to ensure new learning builds on what children know. This builds on the pedagogy we share of children learning from what they already know and are able to make connections.<br><br>Learning is adapted to ensure learners are able to access the new learning. This is through a range of techniques such as modelling, questioning, the number of times children get to practise together and practical resources and other scaffolds.<br><br>Planning at Kobi Nazrul ensures time is spent to unpick the smaller steps within objectives. This is underpinned by the pedagogy of drilling deeper into the understanding to ensure children understand and able to develop the skills needed before moving on.<br><br>All children have the opportunity to regularly problem solve in maths, these are timed in regularly across the objectives and provide the base for discussion. Teachers develop problem solving ideas in line with the children's understanding such as from White Rose, Nrich and NCETM ideas. This is to extend and challenge thinking and provide a platform for discussion. This also provides opportunities for children to talk through their understanding of strategies e.g.) to prove if something is true or not. Teacher use these opportunities to assess and plan – the cycle continues. |

Kobi Nazrul
- PRIMARY SCHOOL -

| Year Group: | Term 1 | Term 2 | Term 3 |
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| **Nursery** | **Nursery**<br>**2D shapes**: circle, triangle<br>Explore shape in the environment<br>**3D Shapes:** Explore block play<br>**Number**:<br>Making groups<br>1-1 correspondence, counting 1-5 (recite and count) | **Nursery**<br>2D shapes: circle, triangle , square<br>Explore shape in the environment<br>Number: 1-1 correspondence<br>Counting : 1-5 (recite , count, recognise numerals)<br>**3D shapes**: Explore large scale construction | **Nursery**<br>Shape: circle, triangle , square, rectangle<br>Explore shape in the environment<br>Joining materials (junk modelling)<br>Number: 1-1 correspondence<br>Counting : 1-10 (recite , count, recognise numerals) |
| **Reception** | **Reception**<br>**2D shapes:** circle, triangle , square, rectangle<br>**3D shapes**: create using large scale construction<br>Number: 1-10<br>Adding | **Reception**<br>**2D shapes:** circles, triangles, squares, rectangle, pentagon<br>**3D shapes**: Independent junk modelling<br>Number: 1-15<br>Subtracting<br>Doubling<br>Subitizing | **Reception**<br>3D Shapes: cone, sphere, cube, pyramid<br>Number: 1-20<br>Sharing<br>Halving<br>Money – counting 1p coins |
| **Year One** | Number and Place value (within 10)<br>Addition and subtraction (within 10)<br>2-D and 3-D shape | Number and place value (within 20)<br>Addition and subtraction (within 20)<br>Place value (within 50)<br>Length and height<br>Mass and volume | Multiplication and division<br>Fractions<br>Geometry – position and direction<br>Place value (within 100)<br>Money<br>Time |
| **Year Two** | Number and Place value<br>Addition and subtraction<br>Shape (2d and 3d) including symmetry | Money (including addition and subtraction)<br>Measurement: length and height<br>Number: Multiplication and division<br>Measurement: Mass, Capacity and Temperature | Fractions<br>Measurement: Time<br>Statistics<br>Position and direction Number: |

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| **Year Three** | Place Value<br>Addition & Subtraction<br>Multiplication and division<br>(Focus on arrays, 2,3, 4, 8 times tables and related division facts) | Multiplication & division<br>(multiplying and dividing 2 digit by 1 digit)<br><br>Length and perimeter<br>Fractions(ordering fractions, equivalent fractions)<br>Mass and capacity | Fractions (of a set number)<br>Money<br>Time<br>Shape<br>statistics |
| **Year Four** | Place value<br>Addition and subtraction<br>Area<br>Multiplication and division<br>(multiply by 7, 9, 11 and 12 and related division facts) | Multiplication and division<br>(multiply and divide by 10, 100 and multiply and divide up to a 3 digit by a 1 digit)<br><br>Length and perimeter<br>Fractions<br>Decimals<br>(ordering tenths and hundredths, dividing a 1.2 digit number by 10 or 100) | Decimals<br>(compare, order and round decimals)<br><br>Money<br>Time<br>Shape<br>Statistics<br>Position and direction |
| **Year Five** | Place value<br>Addition and subtraction<br>Multiplication and division<br>(common factors, prime numbers, square numbers, multiply and divide by 10, 100, 1000)<br><br>Fractions<br>(equivalent, convert to mixed and improper, add within 1, add beyond 1add and subtract 2 mixed numbers) | Multiplication and division<br>(multiply 4 digit by 1, 2 digit by 2, 3 by 2, short division – 4 by 1, efficiency, division with remainders)<br><br>Fractions<br>(multiply unit, non-unit fractions and mixed numbers by an integer, find the whole)<br><br>Decimals and percentages<br>(compare fractions to decimals, decimals hundreds, thousandths, compare 3 decimal place)<br>Perimeter and area Statistics | Shape<br>Position and direction<br>Decimals<br>(adding and subtracting decimals)<br><br>Negative numbers<br>Converting units<br>volume |

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| **Year Six** | Place value<br>Addition, subtraction, multiplication and division<br>Fractions A<br>(equivalent, compare, add and subtract)<br><br>Fractions B<br>(multiply and divide)<br>Converting units | Ratio<br>Algebra<br>Decimals<br>Fractions, decimals and percentages<br>Area, perimeter and volume<br>statistics | Shape<br>Geometry<br>Consolidation |

| EYFS - CYCLES A AND B (Please see separate EYFS Subject overview for further detail) | **What skills do we want children to develop across topics in the EYFS? (Birth to 5 Matters, Ranges 4,5,6):** |
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| **Nursery** | Children compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!<br>Children explore differences in size, length, weight and capacity |
| **Reception** | Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Children begin to recognise that each counting number is one more than the one before<br><br>Children have opportunities to explore, partition and combine shapes to make new shapes with 2D and 3D shapes<br><br>Children have the opportunity to Explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)<br><br>Children are increasingly able to order and sequence events using everyday language related to time |