



Our Intent



"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."

Maths

Intent

At Medlar with Wesham C of E Primary School, we are mathematicians!

We want all pupils to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding. Over time, children will become more resilient learners who are able to understand that to make mistakes or become stuck is a necessary step in any learning. Children will explore maths in depth, and use a range of mathematical vocabulary to reason and explain their own thinking. Pupils will continue to build their knowledge by recalling and adding to previous knowledge and skills, then apply these new skills to a wide variety of contexts.

We implement our approach through quality first teaching and the delivery of appropriately pitched work for all groups of learners supported by the materials from Red Rose Scheme of Learning.

Throughout the lessons, we ensure that lessons are coherent, broken down into small sequential steps, providing access for all children and leading to a generalisation of the concept and the ability to apply to a range of concepts. Representations are used in lessons to expose the mathematical structure being taught, with the aim to be that pupils can do the maths without recourse to the representation. Mathematical thinking encourages the pupils to think, reason and discuss ideas and strategies within their classroom environment. Pupils become fluent mathematicians through quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics. Variation is built on over a sequence of lessons and represents concepts in more than one way in order to become confident learners.

Curriculum Coverage

Please find below links to each year groups maths overview.

[EYFS Yearly Overview](#)

[Year 1 Overview](#)

[Year 2 Overview](#)

[Year 3 Overview](#)

[Year 4 Overview](#)

[Year 5 Overview](#)

[Year 6 Overview](#)



And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:17



Expectations

Learning Model

Connected



Our work is built around
cognitive load theory
principles of instruction
evidence informed practice

Cumulative



We believe learning isn't an
event. It must be knowledge-
rich, vocabulary-rich
and skilful

Coherent



Sequence matters
systematically planned
explicit instruction
supports acquisition of
curriculum content

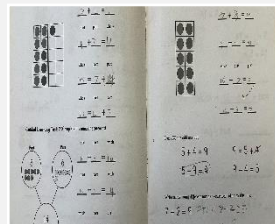
Books

- To follow Red Rose maths books.
- Maths jotters to support Red Rose books and evidence deeper learning.

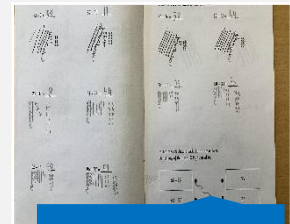
Assessment

- Retrieval practice activities.
- Assessment for learning during lessons.
- Half-termly summative teacher assessments.
- Termly summative written assessments.

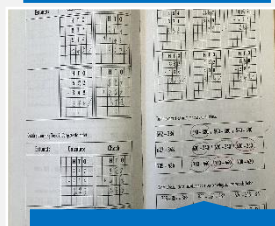
Examples of Work



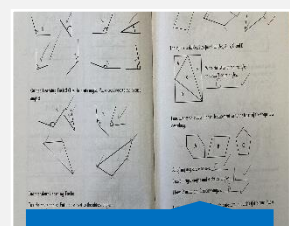
Year 1



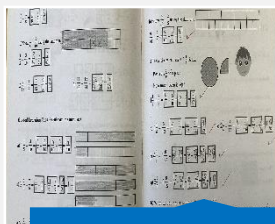
Year 2



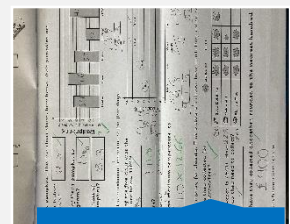
Year 3



Year 4



Year 5



Year 6