



Maths Overview

STRIDE Curriculum



Intent and Design – What are we trying to achieve?

At Seagrave our vision is to create fluent, confident, independent and resilient mathematicians who understand that maths is an integral part of everyday life and the world we live in.

We believe all pupils can succeed in maths and we support all pupils to access maths appropriately for their age and ability through a mastery approach.

We utilise the White Rose mixed age sequence of learning to ensure coverage across the year and progress through the school.

Although teachers base their planning around White Rose (as defined in our long-term overview) they also enrich the pupils' learning with resources from other resources such as NCETM, Deepening Understanding and Enrich. Teachers are skilled in knowing when to move on and when to slow down and consolidate new learning. The small step progress children will take is clearly set out in the White Rose plans for each year group and the calculation policy sets out how the children will move from concrete to abstract in the different areas of mathematics.

Speaking We Speak with core vocabulary, confidence and care	Thinking We think deeply and widely using our head and our heart	Reading We read for knowledge and pleasure	Inspiring Attitudes Our learning behaviours are excellent	Determined Ambition We achieve our goals	Everyone We include and value everyone
<ul style="list-style-type: none"> • Specific key vocabulary is taught in each year group. • Teachers use the vocabulary progress grid to teach specific vocabulary to the pupils in their class. • Key vocabulary for each unit is displayed on the maths working wall. • Teachers use stem sentences to scaffold pupils ideas and improve understanding of maths concepts. 	Pupils are encouraged to think deeply in their mathematic lessons. It helps them solve real world problems and involves the skills of <ul style="list-style-type: none"> • looking for patterns • Making connections between concepts • Using reasoning to solve problems • Generalising from patterns and relationships • Using precise mathematical language. 	Reading is an integral part of our maths curriculum. Reading comprehension helps students understand maths concepts. <p>Good reading skills can lead to higher maths achievement.</p> <p>It can increase problem solving skills and helps the pupils extract key information from a mathematical problem or question.</p>	In our mathematics lessons there is a culture of resilience and pupils understand that “getting something wrong” is an invitation to keep trying. Pupils are encouraged to use manipulatives, discussion with peers, feedback from the teacher and prior learning to tackle a question or problem in mathematics. They use the Seagrave steps in their maths learning - Collaborating with peers Thinking deeply about the question. Reflecting upon prior learning to help current learning.	Pupils work within the small steps approach in mathematics and are aware of the outcome they are working towards both within the lesson and at the end of the unit. <p>They enjoy the challenge of their maths lessons and work hard to achieve their goals set for them by their teachers.</p>	We use a mastery approach in mathematics where all children in a class are working on the same learning objective. <p>Work is differentiated to ensure all children work at a level where they can achieve but also that stretches them slightly out of their comfort zone.</p> <p>We use re-teach to ensure pupils keep up not catch up.</p>



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Implementation – How will we arrange learning?

EYFS – Overview of learning.

	<u>Wk 1</u>	<u>Wk 2</u>	<u>Wk 3</u>	<u>Wk 4</u>	<u>Wk 5</u>	<u>Wk 6</u>	<u>Wk 7</u>	<u>Wk 8</u>	<u>Wk 9</u>	<u>Wk 10</u>	<u>Wk11</u>	<u>Wk12</u>	<u>Wk13</u>	<u>Wk14</u>
<u>Autumn</u>	Getting to know you		Match, sort and compare		Talk about measures and patterns		It's me 1,2,3		Circles And Triangles	1, 2, 3, 4, 5		Shapes With 4 sides	Consolidation Of skills and problem solving activities.	
<u>Spring</u>	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time.		Building 9 and 10			Explore 3d shapes			
<u>Summer</u>	To 20 and beyond		How many now?	Manipulate, compose and de-compose		Sharing and grouping		Visualise, build and map			Make connections	Consolidate		

Class 1 – Overview of learning

	<u>Wk 1</u>	<u>Wk 2</u>	<u>Wk 3</u>	<u>Wk 4</u>	<u>Wk 5</u>	<u>Wk 6</u>	<u>Wk 7</u>	<u>Wk 8</u>	<u>Wk 9</u>	<u>Wk 10</u>	<u>Wk11</u>	<u>Wk12</u>	<u>Wk13</u>	<u>Wk14</u>
A u t u m	Place value (within 20)			Addition & subtraction (within 20)			Place value (within 100)				Geometry Shape		Consolidation of learning and re-teach of difficult reas	
S p r i n g	Addition and subtraction (within 100)				Multiplication and division				Length and height		Statistics	Consolidatio n and re-		
S u m m e r	Money		Fractions			Time		Mass, capacity and temperature		Geometry – Position & direction	Consolidation and re-teach			

Class 2 – Overview of learning

	<u>Wk 1</u>	<u>Wk 2</u>	<u>Wk 3</u>	<u>Wk 4</u>	<u>Wk 5</u>	<u>Wk 6</u>	<u>Wk 7</u>	<u>Wk 8</u>	<u>Wk 9</u>	<u>Wk 10</u>	<u>Wk11</u>	<u>Wk12</u>	<u>Wk13</u>	<u>Wk14</u>
<u>Autumn</u>	Place Value				Addition and subtraction				Multiplication and division			Measurement - area	Consolidation and re-teach of areas children struggled in.	
<u>Spring</u>	Multiplication and division			Length and Perimeter		Fractions A			Mass and capacity		Fractions B			
<u>Summer</u>	Time		Decimals			Money		Shape		Position and direction	Statistics			

Class 3 – Overview of learning.

	<u>Wk 1</u>	<u>Wk 2</u>	<u>Wk 3</u>	<u>Wk 4</u>	<u>Wk 5</u>	<u>Wk 6</u>	<u>Wk 7</u>	<u>Wk 8</u>	<u>Wk 9</u>	<u>Wk 10</u>	<u>Wk11</u>	<u>Wk12</u>	<u>Wk13</u>	<u>Wk14</u>
<u>Autumn</u>	Place value			Addition and subtraction	Multiplication and division A		Fractions			Multiplication and division B		Consolidation and re-teach		
<u>Spring</u>	Multiplication and division B (cont)	Fractions B		Decimals A		Area, perimeter And volume	Decimals B			Fractions, decimals and percentages				
<u>Summer</u>	Ratio	Algebra	Shape			Position and direction	Statistics		Converting units					



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Impact – how will we achieve our aims?

Work sample analysis	What do our books show?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? How good is questioning in lessons?
Surveys	What do teachers and families say about this subject?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Data analysis using Target Tracker	What does the data tell us?
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject?
Training	What is the impact of the training undertaken?
Learning Environment	How does the learning environment support learning in this subject area?

