



## BRW Learning and Teaching Overview– Mathematics

### **INTENT:**

To

- teach our children to make sense of the world around
- enable our children to understand and appreciate relationships and pattern in both number and space in their everyday lives
- develop confident, resilient mathematicians with deep understanding, who choose the most fluent methods; reason in a range of ways; and understand how to problem-solve securely
- support our children in learning to appreciate the contribution made by many societies to the development and application of mathematics

### **IMPLEMENTATION:**

By

- developing children's ability to calculate, to reason and to solve problems
- providing and building on a rich, engaging and creative maths curriculum for all children that uses a range of representations to connect concepts across objects, images, symbols and words
- ensuring learning is sequenced, progressive and systematic with clear feedback for improvement that enables children to know what to do to improve
- providing opportunities that challenge children, teaching them to value mistakes and approach learning positively
- planned repetition to support revisiting, recalling and practicing to ensure learning is embedded into long-term memory
- working across our community to ensure children receive adequate support at home in order to continue to make good progress

### **IMPACT:**

So that children

- understand the importance of mathematics in everyday life
- feel enjoyment and enthusiasm for learning through a range of creative, real-life, cross-curricular explorations of maths
- develop true depth of thinking through fluency, reasoning and problem-solving
- are resilient, confident and competent masters of all areas of the mathematics curriculum
- make even greater academic attainment and progress in the subject of maths

The White Rose Schemes of Learning are used as a starting point for teachers at Blessed Robert Widmerpool Primary Years 1 to 6. In the Foundation Stage, the Early Learning Goals are followed.

Teachers follow the schedules laid out below. It is a guide only. They have control over the flexibility of learning and teaching in maths: how much time is dedicated to a topic will depend on the makeup of the cohort and ongoing teacher assessments. Teachers use their professional judgement to ensure understanding is secure and deepened where possible for the majority of children before moving onto the next topic. Opportunities to recall and revise concepts are made available by teachers throughout.

**F1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Counting		Counting / Change	Change	Comparison		Composition		Change		Counting (problem-solving)	
	← Pattern →											
	Shape / Space / Measure (continuous provision)											
<b>Spring</b>	Counting		Counting / Change	Change	Comparison		Composition		Change		Counting (problem-solving)	
	← Pattern →											
	Shape / Space / Measure (continuous provision)											
<b>Summer</b>	Counting		Counting / Change	Change	Comparison		Composition		Change		Counting (problem-solving)	
	← Pattern →											
	Shape / Space / Measure (continuous provision)											

**F2**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<b>Autumn</b>	<b>0</b> Counting, Comparison, Composition, Change	<b>1</b> Counting, Comparison, Composition, Change		<b>2</b> Counting, Comparison, Composition, Change		<b>3</b> Counting, Comparison, Composition, Change		<b>4</b> Counting, Comparison, Composition, Change		<b>5</b> Counting, Comparison, Composition, Change		<b>Problem-solving</b>		
	← Pattern →													
	Shape / Space / Measure (continuous provision)													
<b>Spring</b>	<b>6</b> Counting, Comparison, Composition, Change		<b>7</b> Counting, Comparison, Composition, Change		<b>8</b> Counting, Comparison, Composition, Change		<b>9</b> Counting, Comparison, Composition, Change		<b>10</b> Counting, Comparison, Composition, Change		<b>11</b> Counting, Comparison, Composition, Change	<b>12</b> Counting, Comparison, Composition, Change		
	← Pattern →													
	Shape / Space / Measure (continuous provision)													
<b>Summer</b>	Teen numbers 13-20 – Counting, Comparison, Composition, Change													
	Counting back			Doubling			Halving		Counting on and back		Consolidation			
	← Pattern →													
Shape / Space / Measure (continuous provision)														

## Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

## Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money	Number: Multiplication and Division		Consolidation
Spring	Number: Multiplication and Division				Statistics		Geometry: Properties of Shape		Number: Fractions			
Summer	Measurement: Length and Height	Geometry: Position and Direction		Consolidation and problem solving		Measurement: Time		Measurement: Mass, Capacity and Temperature			Consolidation	

### Year 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
Autumn	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division				
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

### Year 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
Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Length and Perimeter		Number: Multiplication and Division		
Spring	Number: Multiplication and Division		Measurement: Area	Number: Fractions				Number: Decimals			Consolidation	
Summer	Number: Decimals	Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation	

## Year 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
Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division			Measurement: Perimeter and Area	
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape			Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume

## Year 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
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Geometry: Position and Direction
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation
Summer	Statistics		Geometry: Properties of Shape			Consolidation and themed projects						