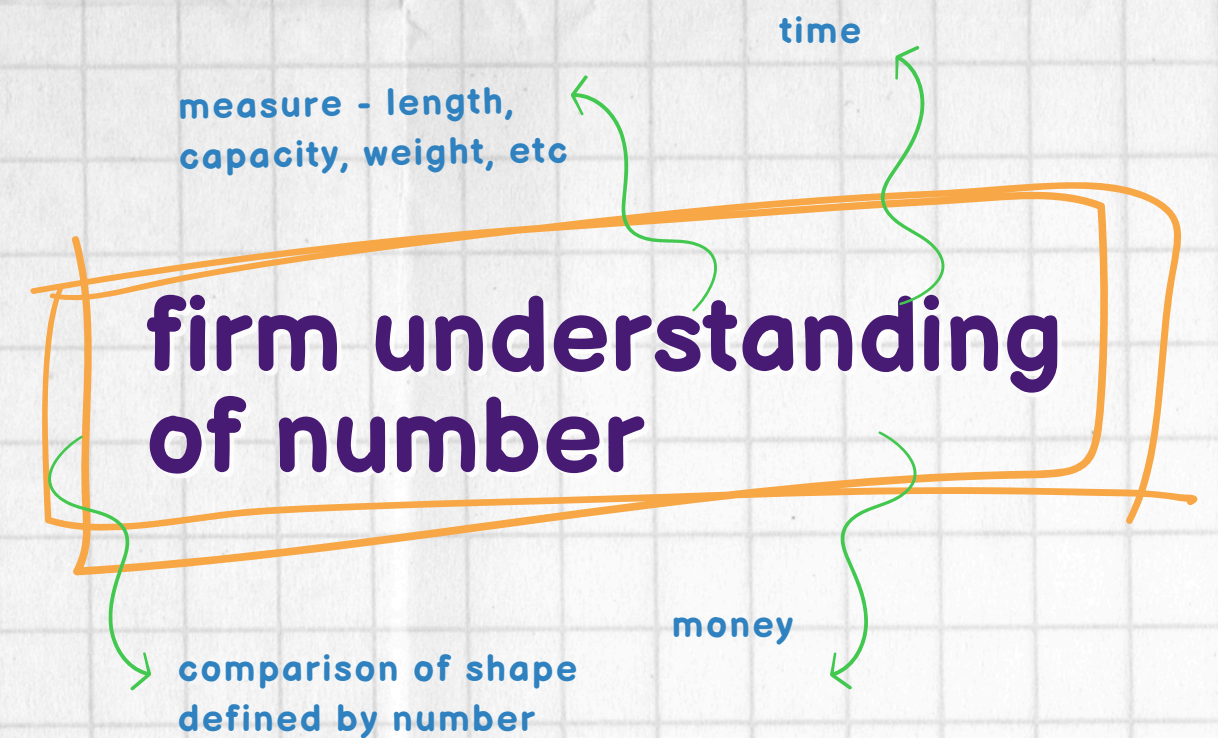
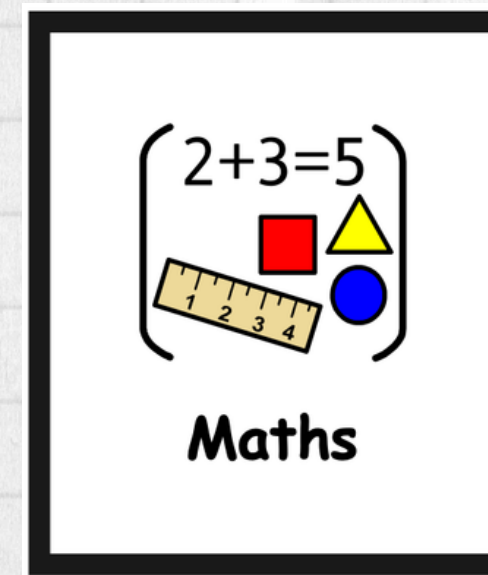


Key Principles

- Mathematics will make much more sense when it is seen in context.
- All teaching must be grounded in the concrete.
- Most concepts lend themselves to process-based teaching.
- Real understanding not rote learning
- Consistent perfection is essential if numerical mastery is to be achieved.
- Progress is not always linear - generalising skills



In practice...

underpinned by developing a 'firm understanding of number'

Maths embeded into daily routine:

- calendar
- daily visual schedule (including time)
- counting opportunities
- numbers in the environment

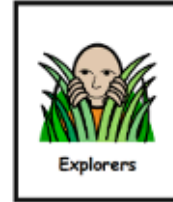
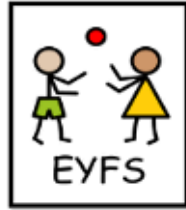
Holistic development of skills in context:

- money (My Shopping)
- measure/time/fractions (My Cooking)
- Shape (My Art)
- non directed and directed play
- My Thinking and Problem Solving

Discrete teaching of Maths:

- utilise WRM as a basis for progression and sequencing
- dependent on pathway/individuals

Curriculum Overview



maths of everyday life

Mathematical skills are integral to our daily activities and routines, and these skills make much more sense for our pupils when they are seen in context. In order to support pupils in developing the skills and knowledge to be successful in the practice of mathematics (the unavoidable maths of everyday life), teaching will be personal, context specific, meaningful and motivational to the individual. Environments will be built using individual profiles and engagement motivators to ensure all pupils have opportunities for engaging and purposeful learning. The teaching of maths skills and concepts will be woven in to daily opportunities as well as part of opportunities provided within other Equals SoW, such as exploring size and shape through *My Art*.

Cross Curricular and Process Based Learning

Mathematical concepts will be taught through process based learning taught in context.

This will include:

- Developing numerical reasoning and problem solving
- Using number skills
- Using measure
- Using data

Opportunities for learning and developing these skills are described more fully in other Equals SoW, for *example My Cooking* provides opportunities to learn about capacity, volume, mass, and fractions.

Maths

Using Nursery WRM SoW to provide opportunities to develop mathematical thinking and concepts at a developmentally appropriate pace. Maths teaching will be underpinned by a 'curiosity approach' to learning, drawing on theorists such as Maslow, Regio, Froebel and Steiner.

My Number

Pupils will work in small groups (or 1:1 where appropriate) to access short discretely taught sessions to develop a firm understanding of number. All teaching must be grounded in the concrete and support pupils to achieve numerical mastery through repetition and over-learning.

Mathematics

Where pupils have achieved the expected standard for KS1 number, they will be taught mathematics through discrete sessions. This will include:

- Number
- Measurement
- Shape and Geometry
- Statistics and Data Handling

This will primarily delivered through using the White Rose Maths scheme, delivered from an appropriate starting point and at a pace that allows pupils to master skills before moving on. Even where pupils explore more abstract methods and thinking they will be supported with concrete resources and manipulatives. Teachers may also utilise the Calculation Policy, Numicon Breaking Barriers, Active Maths and other appropriate supplementary materials.