The Mathematics Curriculum at Swanton Morley Primary School

Years one to six follow the Mathematics National Curriculum *(pub. 2014)*

Reception will continue to follow the Early Years Foundation Stage Curriculum along with elements of the National Curriculum

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

Early Years (Reception)

During the Early Years Foundation Stage Curriculum, maths forms part of many interactive learning experiences. Pupils develop their knowledge and understanding of mathematics through play, exploration and discussion. Children work with shapes and begin to learn their properties, use language to give positional clues and compare quantities, identify and recreate patterns. They learn to count, read, write and order numbers to 20 using songs and rhymes, which is extended to 100 and beyond during The National Curriculum in Key Stage 1.

Key Stage 1 (Years 1 & 2)

During Key Stage 1 children are taught within their class groups, with intervention programmes operating in tandem for those children who require additional support. The children are taught mental calculation strategies each day and basic skills form a strong focus of the curriculum at Swanton Morley. Additionally they learn about geometry and measures, through practical activities which build on their understanding of their immediate environment. They develop their use of mathematical language, using it to talk about their methods and explain their reasoning when solving problems. There is a strong focus on arithmetic throughout maths teaching in Key Stage 1. Progress is monitored in termly target setting and pupil progress meetings.

Key Stage 2 (Years 3 - 6)

During Key Stage 2, children are taught in groups, rather than classes, for their daily maths lesson; the group dynamics being tailored to suit individual needs. Knowledge of basic mathematical skills forms the backbone of the curriculum at Swanton Morley. Children use a wide range of mathematical language in the context of real-world problem-solving, and explain and present their work creatively using diagrams, statistical charts and information technology. They learn to tackle problems using mental methods before using any other approach, always supported with help and encouragement. There is a strong focus on arithmetic throughout maths teaching in Key Stage 2. Progress is monitored in termly target setting and Pupil Progress Meetings.