



Chester-le-Street CE Primary School

Mathematics

INTENT

At CLS, we recognise that mathematics is a crucial skill for everyday life. Our goal is for every child to develop the mathematical knowledge, concepts, and procedures appropriate for their age, while making strong progress from their individual starting points. We believe that a deep understanding of mathematics is essential for all children, enabling them to succeed in the world around them. At CLS, we are committed to ensuring that every student is capable of grasping and applying these mathematical ideas with confidence.

OUR AIMS

The National Curriculum (2014) aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with
- increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

IMPLEMENTATION

OUR MATHS CURRICULUM

At CLS, Maths is taught daily across school. Our curriculum is structured into blocks which have been sequenced in a coherent and logical manner. Blocks build on prior learning, are progressive and provide challenge for those who grasp concepts quickly.

Teachers use a range of resources including WhiteRose Maths, the NCETM (The National Centre for Excellence in the Teaching of Mathematics) mastery professional development resources and the DfE non-statutory curriculum guidance to provide them with a clear sequence in which to consolidate and build on prior learning. Teachers are informed by the individual starting points and needs of the children in their class as well as ongoing formative assessment.

Our Mathematics curriculum also follows our Calculation Policy, which outlines the procedural knowledge progression in calculation throughout the school. The calculation policy provides a clear sequence of what, when and how the teaching of calculation is introduced and developed throughout the school.

A key strength of our curriculum is the ability to sequence learning back to previous year groups when necessary, supporting deeper understanding. Most of the support and challenge is provided through 'quality-first teaching', with strategies such as targeted questioning. Teachers adapt tasks to meet the needs of all learners, whether by scaffolding tasks to ensure access or by designing challenges with a 'high ceiling' for students who grasp concepts quickly. Scaffolding may involve adjusting the complexity of numbers, using task boards or video examples to model learning, or incorporating smaller steps for easier entry into tasks. To extend learning, teachers may encourage students to refine their mathematical reasoning with precise language, explore multiple solutions, or design their own problems with similar structures.

Teachers and Teaching Assistants work with children in focus groups or individually, ensuring that every child can engage with tasks based on the teacher's ongoing assessment and understanding of each student's needs. This support remains flexible, adapting as learning progresses and responding to ongoing assessment.

In Years 1 to 6, children complete daily 'Fluent Five' challenges following the Vocabulary Ninja resources. These provide high quality daily opportunities for children to practise key calculation skills in the four operations of addition, subtraction, division and multiplication, plus another calculation strand such as fractions or percentages. Questions evolve progressively and in line with National Curriculum expectations appropriate for their year group.

In addition to this, children across school complete a weekly, 'One Page Arithmetic' quiz. These are mapped against National Curriculum expectations for each year group and consist of varied fluency style questions. Teachers respond flexibly to the children's emerging needs during a weekly 'Fluency' session, providing targeted support and intervention for specific skills.

Weekly 'Challenge Fridays' in Maths provide children with the opportunity to apply their knowledge and understanding in a range of practical, problem-solving scenarios. These sessions encourage students to engage with complex tasks, developing their reasoning skills as they explore different strategies and solutions. By working through real-world problems, children learn to think critically and creatively, embracing the role of 'being mathematicians.' This hands-on approach allows them to deepen their understanding and gain confidence in applying mathematical concepts across various contexts.

As Mathematics is an interconnected and interdisciplinary subject, we also look for opportunities to make links between areas of Mathematics and the wider curriculum. Teachers are encouraged to look for opportunities to consolidate this learning from Mathematics lessons in other curriculum subjects (for example, statistics in science).

CURRICULUM COVERAGE

Maths Curriculum Overview

Year 1-6

	Autumn				Spring				Summer			
Year 1	Number: Place Value (within 10)	Number: Addition & Subtraction (within 10)	Number: Place Value (within 20)	Number: Addition & Subtraction (within 20)	Number: Place Value (within 50)	Geometry: Shape, Position & Direction	Number: Place Value (within 100)	Measurement: Length & Height, Mass & Volume	Multiplication & Division	Number: Fractions	Measurement: Money	Measurement: Time
Year 2	Number: Place Value	Number: Addition & Subtraction	Number: Multiplication & Division		Measurement: Money	Number: Fractions		Geometry: Shape, Position & Direction	Number: Addition & Subtraction <i>Recap, / Overlearn / Apply</i>	Measurement: Length & Height, Mass, Capacity & Temperature	Number: Multiplication & Division <i>Recap, / Overlearn / Apply</i>	
Year 3	Number: Place Value	Number: Addition & Subtraction	Number: Multiplication & Division 1		Number: Multiplication & Division 2	Measurement: Length & Perimeter, Mass & Capacity	Number: Fractions 1		Number: Fractions 2	Geometry: Shape	Number: <i>Recap, / Overlearn / Apply</i>	
Year 4	Number: Place Value	Number: Addition & Subtraction	Number: Multiplication & Division 1		Number: Multiplication & Division 2	Number: Fractions	Number: Decimals 1		Number: Decimals 2	Geometry: Shape, Position & Direction	Number: <i>Recap, / Overlearn / Apply</i>	
Year 5	Number: Place Value	Number: Addition & Subtraction	Number: Multiplication & Division 1		Number: Multiplication & Division 2	Number: Fractions	Number: Decimal Place Value		Number: Fractions, Decimals & Percentages	Geometry: Shape, Position & Direction	Number: <i>Recap, / Overlearn / Apply</i>	
Year 6	Number: Place Value	Number: Addition, Subtraction, Multiplication & Division	Number: Fractions 1		Number: Fractions 2	Number: Fractions, Decimals & Percentages	Number: Ratio	Number: Algebra	SATs Revision	Year 7 Transition Maths Projects		

FACTUAL FLUENCY

We use the Number Sense Maths programme to develop our pupils' factual fluency. This structured and progressive approach ensures that every child builds a deep understanding of number alongside automatic recall of key facts. Pupils access a daily session outside of their main maths lesson and the programme provides comprehensive resourcing and clear structure which supports effective delivery and ensures consistent practice.

In Reception, children access Early Years Number Sense, using teaching animations to develop understanding of quantity and numbers to 10. In Years 1-3, pupils follow Number Facts Fluency, developing visual models and fluency in addition and subtraction facts. Across Key Stage 2, children engage with Times Table Fluency, a mastery approach designed to achieve fluency in multiplication and division for every child.



EARLY YEARS FOUNDATION STAGE (EFYS)

At CLS, our approach to teaching mathematics in EYFS is guided by the Early Learning Goals outlined in the Statutory Framework for the Early Years Foundation Stage. Maths is integrated both into continuous provision and taught as a standalone subject, offering frequent and diverse opportunities for children to apply their understanding to make sense of the world around them. In EYFS, we focus on building a solid foundation in early number skills, which are crucial for future mathematical learning. This includes mastering the principles of counting, understanding number relationships up to 10, developing a shared mathematical vocabulary, and exploring spatial reasoning across all areas of maths. At CLS, our EYFS Maths Curriculum is built on WhiteRose Maths, which we use as the core framework for sequencing maths instruction in the Early Years.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The Maths curriculum at CLS is inclusive: children with SEND can access the curriculum. Teachers will adapt teaching to meet the individual needs of children with SEND as outlined in their Support Plan or EHCP, in which learning needs and individualised targets are set in conjunction with the SENDCo and parents. Adaptations may include modified or scaffolded tasks, the effective use of resources or appropriate deployment of support staff / teacher time. Where necessary and appropriate, teachers may refer to the objectives from previous year groups to meet individual learner's need.