

OLVESTON CEVC PRIMARY SCHOOL



O.U.R MATHS
CURRICULUM

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Our Maths Curriculum

At Oveston CEVC Primary School, we are committed to fostering a genuine enthusiasm and love of learning for mathematics among our children. We firmly believe that every child has the potential to succeed in mathematics. We use White Rose Maths as a resource for our mastery approach and the principles of this approach include: representation and structure, mathematical thinking, fluency, variation and coherence.

At the start

In Our EYFS program, we focus on developing strong number sense in our children using the NCTEM mastering number scheme. Through taught session and continuous provision, we introduce new learning each week to reinforce their understanding. Year 1 and 2 complete the NCTEM mastering number scheme alongside the mathematics curriculum setting fifteen minutes aside daily to really embed those fundamental number skills. We believe that the early development of maths not only build mathematical confidence it also helps form the love of maths. In Key Stage 1 we use White Rose to plan lessons and ensure a progressive mathematical approach.

The Second Phase

In Key stage 2, we build on the strong foundations set in KS1. We continue to base our planning on the White Rose small steps. We teaching sequence into manageable small steps and effectively apply the concrete, pictorial, abstract (CPA) approach. During daily teaching, our class teachers provide STEM sentences and modelling to encourage mathematical discussions, reasoning and problem-solving skills.

For children who need further support, we provide scaffolds to ensure they fully grasp concepts before moving on. These scaffolds are likely to involve using concrete resources (physical manipulatives) or practical representations. For children who grasp the learning quickly, we provide variations to deepen their understanding and challenge them further within their age-related curriculum.

Our calculation policy is utilised with great care to ensure that children are not pushed beyond their level, but rather given opportunities to deepen their understanding within it. Problem solving 'Explore it' tasks are very popular among our children!

Our Maths Curriculum has four overarching aims:

1. To foster positive attitudes, fascination and excitement of discovery through the teaching and learning of mathematical concepts.
2. To ensure pupils become fluent in the fundamentals of mathematics, developing conceptual knowledge and an ability to recall and apply knowledge rapidly and accurately.
3. To ensure that pupils can reason mathematically and solve problems.
4. For our children to develop a 'can do' attitude and see themselves as mathematicians.

What does this look like in the long term?

By the time Year 6 comes to an end and children transition to secondary school, our goal is for Oveston mathematicians to possess a profound, lasting, secure and adaptable comprehension of the subject. This understanding will be built upon the CPA process, ensuring that children fully grasp the concepts rather than simply memorising steps. As a result, they will be able to identify when answers do not align with mathematical logic. Furthermore, these skills in calculations and understanding will empower them to confront problems with confidence and resilience.

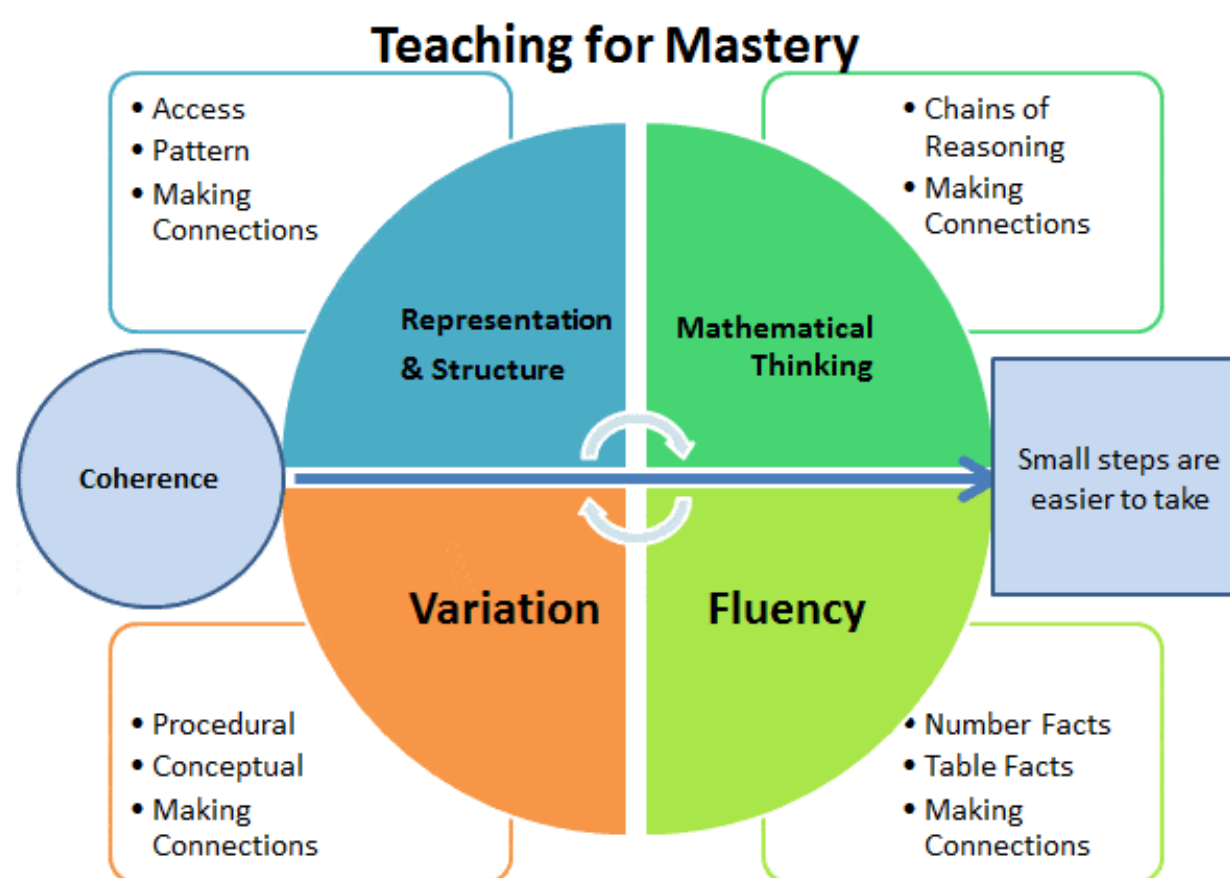
Feedback from secondary schools shows that the children of Oveston have a strong mathematical understanding and continue their success in to secondary education.



Maths Mastery

Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.

Mastery is a journey and we are confident that by breaking down the curriculum into manageable small steps and mastering the fundamentals of numbers, we can free up our children's' working memory to tackle more complex concepts.



The school has worked with the local Maths Hub in recent years to enhance the teaching of Mastery Maths throughout our school. We believe that high quality, research informed and evidence lead maths CPD leads to high quality maths teaching and learning in maths.

A typical maths lesson at Oveston School follows this structure:

- Daily Fluency: Revisiting number facts and prior learning.
- Review: Reflecting on previous 'Prove it' activities if necessary.
- Input: The 'I do, we do, you do' approach scaffolds learning while allowing for discussion and exploration of ideas.
- Try it: Children engage with fluency through procedural variation, practising the skill in diverse formats such as numbers, visual representations, and written forms of numbers.
- Use it: Applying these skills in varying contexts, including word problems and identifying and correcting errors.
- Prove it: Children complete a range of reasoning and explanation activities to demonstrate understanding.
- Addressing Misconceptions: Teachers identify any misconceptions present and recognise children who may require further support or participation in guided groups the lesson or subsequent lessons.

** This is dependent on lesson sequence. For example, some lesson at the start of a unit may be more skill based - 'Try it' approach whereas towards the end of a sequence it may be more reasoning and problem-solving focused - 'Prove / Explore its'*



Mastering Number – EYFS Overview



Mastering Number

Reception Overview

Term 1	Term 2	Term 3
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: - identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - spot smaller numbers 'hiding' inside larger numbers	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: - continue to develop their counting skills, counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - compare quantities and numbers, including sets of objects which have different attributes - continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching - begin to develop the language of 'whole' when talking about objects which have parts	- understand that two equal groups can be called a 'double' and connect this to finger patterns - sort odd and even numbers according to their 'shape' - continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - order numbers and play track games - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	- begin to generalise about 'one more than' and 'one less than' numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek



Mastering Number KS1 Overview by Week



Mastering Number – Key Stage 1 Overview by Week

Autumn 1

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1 Set 1	Composition	Composition	Composition	Comparison	Counting, ordinality and cardinality	Composition
	Practise subitising Recap the composition of 5	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Compare sets of objects by matching Use the language of comparison: <i>more than</i> and <i>fewer than</i>	Recap the order of numbers to 10 using the 'staircase' pattern Identify numbers that are '1 more' or '1 less' and apply this to sets of objects	Focus on numbers that can be made with 'doubles' Recap that even numbers can be made with 2 equal parts
Year 2 Set 1	Composition	Comparison	Composition	Composition	Composition	Composition
	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Compare numbers within 10 using language of comparison when comparing sets of objects and numbers Use the inequality and equals symbols as appropriate between expressions and in equations	Focus on odd/ even parts when even numbers are composed of 2 parts, including when 2 parts are equal (doubles)	Focus on the composition of 6 Identify missing addends and complete missing symbols in expressions and equations using equals or inequality symbol	Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed Apply knowledge to expressions and equations	Focus on the composition of 10 Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed Apply knowledge to expressions and equations

Autumn 2	Week 7	Week 8	Week 9	Week 10	Week 11
Year 1 Set 2	Composition	Composition	Composition	Composition	Counting, ordinality and cardinality
	Focus on odd and even numbers See that even numbers can be composed of 2s, and odd numbers have 'an odd 1'	Focus on the composition of 6 Use the 2-by-3 'egg box' pattern and the rekenrek to find all the ways that 6 can be composed	Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed	Focus on the composition of 10 Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed	Focus on ordinality Compare number tracks and number lines
Year 2 Set 2	Composition	Composition	Composition	Composition	Counting, ordinality and cardinality
	Focus on the composition of odd numbers including being made of 2s and 1 more, or 1 odd part and 1 even part	Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed Apply knowledge to expressions and equations	Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed Apply knowledge to expressions and equations	Focus on the composition of the numbers 11 to 19 as '10 and a bit' Apply knowledge to missing addend equations	Compare numbers within 20 Use proportional reasoning to identify the position of numbers within 20 in the linear number system, using midpoints of 5, 10 and 15



Spring 1

Spring 1	Week 12	Week 13	Week 14	Week 15	Week 16
Year 1 Set 3	Composition	Composition	Composition	Composition	Composition
	Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed	Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed	Recap odd and even numbers by looking at their 'shape' Explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts	Explore the concept of part-part-whole, seeing that numbers can be partitioned into parts Use the language of 'whole', 'split' and 'part' alongside the part-part-whole diagram	Continue to explore how numbers can be partitioned Introduce systematic approach to partitioning Represent ways to partition numbers in a 'number house'
Year 2 Set 3	Number facts and arithmetic	Composition	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
	Focus on doubling numbers to 10, using the '5 and a bit' structure to double 6, 7, 8 and 9	Focus on the composition of 20 Use known facts within 10 to find missing parts of 20 when the known part is greater than 10	Apply knowledge of facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary	Use knowledge of doubles to calculate near doubles See that near doubles are adjacent numbers See that the sum in a near double is odd	Develop understanding of near doubles Identify different strategies for near doubles, doubling the smaller addend and adding 1 or the larger addend and subtracting 1

Spring 2

Spring 2	Week 17	Week 18	Week 19	Week 20	Week 21
Year 1 Set 4	Composition	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
	Continue to explore systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving	Practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers Connect this to 'first, then, now' stories	Explore the effect of adding or subtracting 2 to odd/ even numbers Apply to 'first, then, now' stories	Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction	Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction
Year 2 Set 4	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
	Add 3 numbers using known facts - identifying bonds of 10 and knowledge of the composition of 11 to 19 as '10 and a bit'	Add 2 numbers by 'bridging through 10'	Consolidate understanding of adding 2 numbers by 'bridging through 10' Solve missing addend problems	Subtract by 'bridging through 10'	Consolidate understanding of subtracting by 'bridging through 10'



Summer 1

Summer 1	Week 22	Week 23	Week 24	Week 25	Week 26
	Composition	Counting, ordinality and cardinality	Number facts and arithmetic	Number facts and arithmetic	Composition
Year 1 Set 5	Focus on the composition of 11 to 15 as '10 and a bit' See this represented on a rekenrek, a double-decker bus, and in part-part-whole diagrams	Focus on the position of the numbers 11 to 15 on the number line Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line.	Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets (the aggregation structure of addition) Practise using knowledge of composition to identify the total/ sum	Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set (the augmentation structure of addition) Continue to use knowledge of composition to identify the total/ sum	Practise recalling the composition of the numbers 6, 7, 8 and 9 NB This week of material offers activities to develop automaticity and could be spread out over this half-term
	Counting, ordinality and cardinality	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Composition
Year 2 Set 5	Connect the order of multiples of 10 to the order of numbers within 10 Use proportional reasoning to identify the position of numbers within 100 in the linear number system	Connect missing addend problems to subtraction problems	Subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10	Practise subtracting within 20, selecting from a range of strategies See that all subtractions can be solved by thinking of how a number is composed and identifying the missing part	Focus on the composition of 20 Use known facts within 10 to find a missing part of 20 when the known part is less than 10

Summer 2

Summer 2	Week 27	Week 28	Week 29	Week 30	Week 31
	Composition	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
Year 1 Set 6	Focus on the composition of 11 to 19 as '10 and a bit' Use a range of representations including the Hungarian number frame and the rekenrek	Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction)	Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the reduction structure of subtraction)	Practise applying knowledge of composition when adding or subtracting Focus on the composition of 5, and 6 to 9 as '5 and a bit'	Practise applying knowledge of composition when adding or subtracting Focus on the composition of 10 and doubles within 10
	Comparison	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
Year 2 Set 6	Use knowledge of composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations	Consolidate doubles and near doubles Introduce strategy of adding two adjacent odd numbers or two adjacent even numbers into a double	Consolidate understanding and develop fluency in transforming addition calculations involving two adjacent odd or two adjacent even numbers into a double	Develop fluency within 10 and apply this to calculations within and across the 10-boundary using a range of optional activities	A range of 6 sessions providing optional activities to provide practice and opportunities for assessment



Progression Examples



Place value: Count

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	- count in multiples of 6, 7, 9, 25 and 1000 - count backwards through zero to include negative numbers	- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - count forwards and backwards with positive and negative whole numbers, including through zero	
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1 Autumn 3	Autumn 1 Autumn 4	Autumn 1 Summer 4	

In the WRM schemes, negative numbers are introduced in Year 5



Place value: Problems/Rounding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	use place value and number facts to solve problems	solve number problems and practical problems involving these ideas	- round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers	- interpret negative numbers in context - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - solve number problems and practical problems that involve all of the above	- round any whole number to a required degree of accuracy - use negative numbers in context, and calculate intervals across zero - solve number and practical problems that involve all of the above
	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1



Year 1 RTP Place value

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	6 – Count on from any number 8 – Count backwards within 10
	Spring 1	1 – Count within 20
	Spring 3	1 – Count from 20 to 50
	Summer 4	1 – Count from 50 to 100
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$	Autumn 1	11 – Fewer, more, same 12 – Less than, greater than, equal to 13 – Compare numbers 14 – Order objects and numbers 15 – The number line
	Spring 1	7 – 1 more and 1 less 8 – The number line to 20 9 – Use a number line to 20 10 – Estimate on a number line to 20 11 – Compare numbers to 20 12 – Order numbers to 20



Year 2 RTP Place value

Ready to progress criteria	Block	Steps
2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Autumn 1	3 – Recognise tens and ones 4 – Use a place value chart 5 – Partition numbers to 100 7 – Flexibly partition numbers to 100 8 – Write numbers in expanded form
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	Autumn 1	9 – 10s on the number line to 100 10 – 10s and 1s on the number line to 100 11 – Estimate numbers on the number line



Yearly Overview

EYFS

Term	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	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1,2,3,4,5		Shapes with four sides
Spring	Alive in 5		Mass & Capacity	Growing 6,7,8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	



Year 1

Term	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	Place value (within 10)					Addition / Subtraction (within 10)					Shape	Consolidation
Spring	Place value (within 20)			Addition / Subtraction (within 20)			Place value (within 50)		Length / Height		Mass / Volume	
Summer	Multiplication / Division			Fractions		Position & Direction	Place value (within 100)		Money	Time		Consolidation

Year 2

Term	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	Place value				Addition / Subtraction					Shape		
Spring	Money		Multiplication / Division					Length / Height		Mass / Capacity / Temperature		
Summer	Fractions			Time			Statistics		Position & Direction		Consolidation	



Year 3

Term	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	Place value			Addition / Subtraction				Multiplication / Division A				
Spring	Multiplication / Division B			Length / Perimeter			Fractions A			Mass and Capacity		
Summer	Fractions B		Money		Time			Shape		Statistics		Consolidation

Year 4

Term	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	Place Value				Addition / Subtraction			Area	Multiplication / Division A			Consolidation
Spring	Multiplication / Division B			Length / Perimeter		Fractions				Decimals A		
Summer	Decimals B		Money		Time		Consolidation	Shape		Statistics	Position & Direction	



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Term	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	Place Value			Addition / Subtraction		Multiplication / Division A			Fractions A			
Spring	Multiplication / Division B			Fractions B		Decimals & Percentages			Perimeter & Area		Statistics	
Summer	Shape			Position & Direction		Decimals			Negative numbers	Converting units		Volume

Term	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	Place Value		Addition, Subtraction, Multiplication, Division (four operations)					Fractions A		Fractions B		Measure (converting)
Spring	Ratio		Algebra		Decimals		FDP		Area, Perimeter, Volume		Statistics	
Summer	Shape			Position/ Direction	Consolidation / problem solving and themed projects							