

The Michael Syddall CofE (Aided) Primary School

Maths Overviews

These overviews are intended as a guide for staff to use to help organise the teaching of maths across school.

Maths teaching follows the suggested structure outlined in these overviews however it is at teacher's discretion, and in consultation with the maths subject leader, if any changes are to be made. The main reason for these changes would be contextual around the needs of the children.

Teachers firstly pre-assess their class's mathematical knowledge and competency using the Rising Stars Topic Tests. They then plan a series of lessons based around areas which need teaching, reinforcing or challenging. In our maths curriculum, as well as teaching new content and changing children where appropriate, consolidation is seen as being equally important.

Teachers supplement their teaching using a range of the school's resources and whichever they see fit for a particular purpose. These include:

- Testbase and other past test questions and papers
- Apex Word Problems
- Mathletics
- Rising Stars Topic Tests
- Rising Stars Half Termly Tests
- Maths of the Day
- Reasoning Practise Tests
- Arithmetic test examples
- Nrich tasks
- NCETM resources
- PiXL tests and questions
- White Rose Maths Resources
- Times Tables Rockstars

They then post-assess the children against the same benchmark as the start of the topic to check understanding, show progress and inform assessments.

Children are assessed termly using PiXL tests and teachers update Insight (online tracking) after each topic to show progress against the curriculum objectives. Children are challenged with content from previous topic throughout the year, even if the current topic is completely different, reinforcing knowledge, reasoning and problem solvin

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Maths Overview

Year 1

Autumn	Number and Place Value (MT)	Addition and Subtraction (MT)	Multiplication and Division (MT)	Fractions (MT)	Measurement (MT)
Spring	Geometry (MT)	Consolidation Problem solving and reasoning	Number and Place Value (ET)	Addition and Subtraction (ET)	Multiplication and Division (ET)
Summer	Fractions (ET)	Measurement (ET)	Geometry (ET)	Review and recap Problem solving and reasoning Cover weaknesses	

- ✓ This document should be used alongside the school's Assessment Guidance and the Rising Stars Topic Tests.
- ✓ MT relates to the mid-topic assessment and ET relates to the end of topic assessment as per the Rising Stars Topic Tests.
- ✓ The aim is for teachers to cover each maths 'topic area' twice across a school year. In year 1, although the 'MT' test will be the first assessment used for pre and post purposes, the 'D' question examples should also be referred to for children who struggle to access the 'MT' assessment. This will allow teachers to find a starting point.
- ✓ The length of time allocated to each 'topic' will vary depending on the class's confidence and competence with that area and the curriculum objectives. A rough guide would be 2 and a half to 3 weeks but this is at teacher's discretion.
- ✓ As progress is made in the curriculum across the year, some objectives may require only 'light touch' discrete teaching as the teacher is satisfied the content has been learnt. Teachers should then ensure 'depth' of learning by using the wealth of school resources (as well as others which they may have or are available on line) through problem solving and reasoning questions as well as challenges and games which require children to apply knowledge or use their initiative or logical thinking.
- ✓ It is critical that children's knowledge in number and place value; addition and subtraction; multiplication and division and fractions are recalled and challenged throughout the year, regardless of the topic being covered, as these are key for fluency across the subject.
- ✓ Teachers will gather evidence against objectives through high quality teaching, learning and assessment to suitably assess a child's competence. This evidence will be used to inform judgements on Target Tracker.

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Year 2

Autumn	Number and Place Value (MT)	Addition and Subtraction (MT)	Multiplication and Division (MT)	Fractions (MT)	Measurement (MT)
Spring	Geometry (MT)	Consolidation Problem solving and reasoning	Number and Place Value (ET)	Addition and Subtraction (ET)	Multiplication and Division (ET)
Summer	Fractions (ET)	Measurement (ET)	Geometry (ET)	Review and recap Problem solving and reasoning Cover weaknesses	

- ✓ This document should be used alongside the school's Assessment Guidance and the Rising Stars Topic Tests.
- ✓ MT relates to the mid-topic assessment and ET relates to the end of topic assessment as per the Rising Stars Topic Tests.
- ✓ The aim is for teachers to cover each maths 'topic area' twice across a school year. In year 2, although the 'MT' test will be the first assessment used for pre and post purposes, the 'D' question examples should also be referred to for children who struggle to access the 'MT' assessment. This will allow teachers to find a starting point.
- ✓ The length of time allocated to each 'topic' will vary depending on the class's confidence and competence with that area and the curriculum objectives. A rough guide would be 2 and a half to 3 weeks but this is at teacher's discretion.
- ✓ As progress is made in the curriculum across the year, some objectives may require only 'light touch' discrete teaching as the teacher is satisfied the content has been learnt. Teachers should then ensure 'depth' of learning by using the wealth of school resources (as well as others which they may have or are available on line) through problem solving and reasoning questions as well as challenges and games which require children to apply knowledge or use their initiative or logical thinking.
- ✓ It is critical that children's knowledge in number and place value; addition and subtraction; multiplication and division and fractions are recalled and challenged throughout the year, regardless of the topic being covered, as these are key for fluency across the subject.
- ✓ Teachers will gather evidence against objectives through high quality teaching, learning and assessment to suitably assess a child's competence. This evidence will be used to inform judgements on Target Tracker.
- ✓ As year 2 is a key assessment year, children should be challenged with previous test questions and examples throughout in order to expose them to challenging examples before testing in May. Also, teachers should be aware of gathering enough evidence to inform their teacher assessments and aid judgements.

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Year 3

Autumn	Number and Place Value (MT)	Addition and Subtraction (MT)	Multiplication and Division (MT)	Fractions (MT)	Measurement (MT)
Spring	Geometry (MT)	Statistics (MT)	Number and Place Value (ET)	Addition and Subtraction (ET)	Multiplication and Division (ET)
Summer	Fractions (ET)	Measurement (ET)	Geometry (ET)	Statistics (ET)	Review and recap Problem solving and reasoning Cover weaknesses

- ✓ This document should be used alongside the school's Assessment Guidance and the Rising Stars Topic Tests.
- ✓ MT relates to the mid-topic assessment and ET relates to the end of topic assessment as per the Rising Stars Topic Tests.
- ✓ The aim is for teachers to cover each maths 'topic area' twice across a school year. In year 3, although the 'MT' test will be the first assessment used for pre and post purposes, the 'D' question examples should also be referred to for children who struggle to access the 'MT' assessment. This will allow teachers to find a starting point.
- ✓ The length of time allocated to each 'topic' will vary depending on the class's confidence and competence with that area and the curriculum objectives. A rough guide would be 2 and a half to 3 weeks but this is at teacher's discretion.
- ✓ As progress is made in the curriculum across the year, some objectives may require only 'light touch' discrete teaching as the teacher is satisfied the content has been learnt. Teachers should then ensure 'depth' of learning by using the wealth of school resources (as well as others which they may have or are available on line) through problem solving and reasoning questions as well as challenges and games which require children to apply knowledge or use their initiative or logical thinking.
- ✓ It is critical that children's knowledge in number and place value; addition and subtraction; multiplication and division and fractions are recalled and challenged throughout the year, regardless of the topic being covered, as these are key for fluency across the subject.
- ✓ Teachers will gather evidence against objectives through high quality teaching, learning and assessment to suitably assess a child's competence. This evidence will be used to inform judgements on Target Tracker.

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Year 4

Autumn	Number and Place Value (MT)	Addition and Subtraction (MT)	Multiplication and Division (MT)	Fractions (MT)	Measurement (MT)
Spring	Geometry (MT)	Statistics (MT)	Number and Place Value (ET)	Addition and Subtraction (ET)	Multiplication and Division (ET)
Summer	Fractions (ET)	Measurement (ET)	Geometry (ET)	Statistics (ET)	Review and recap Problem solving and reasoning Cover weaknesses

- ✓ This document should be used alongside the school's Assessment Guidance and the Rising Stars Topic Tests.
- ✓ MT relates to the mid-topic assessment and ET relates to the end of topic assessment as per the Rising Stars Topic Tests.
- ✓ The aim is for teachers to cover each maths 'topic area' twice across a school year. In year 4, although the 'MT' test will be the first assessment used for pre and post purposes, the 'D' question examples should also be referred to for children who struggle to access the 'MT' assessment. This will allow teachers to find a starting point.
- ✓ The length of time allocated to each 'topic' will vary depending on the class's confidence and competence with that area and the curriculum objectives. A rough guide would be 2 and a half to 3 weeks but this is at teacher's discretion.
- ✓ As progress is made in the curriculum across the year, some objectives may require only 'light touch' discrete teaching as the teacher is satisfied the content has been learnt. Teachers should then ensure 'depth' of learning by using the wealth of school resources (as well as others which they may have or are available on line) through problem solving and reasoning questions as well as challenges and games which require children to apply knowledge or use their initiative or logical thinking.
- ✓ It is critical that children's knowledge in number and place value; addition and subtraction; multiplication and division and fractions are recalled and challenged throughout the year, regardless of the topic being covered, as these are key for fluency across the subject.
- ✓ Teachers will gather evidence against objectives through high quality teaching, learning and assessment to suitably assess a child's competence. This evidence will be used to inform judgements on Target Tracker.

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Year 5

Autumn	Number and Place Value (MT)	Addition and Subtraction (MT)	Multiplication and Division (MT)	Fractions (MT)	Measurement (MT)
Spring	Geometry (MT)	Statistics (MT)	Number and Place Value (ET)	Addition and Subtraction (ET)	Multiplication and Division (ET)
Summer	Fractions (ET)	Measurement (ET)	Geometry (ET)	Statistics (ET)	Review and recap Problem solving and reasoning Cover weaknesses

- ✓ This document should be used alongside the school's Assessment Guidance and the Rising Stars Topic Tests.
- ✓ MT relates to the mid-topic assessment and ET relates to the end of topic assessment as per the Rising Stars Topic Tests.
- ✓ The aim is for teachers to cover each maths 'topic area' twice across a school year. In year 5, although the 'MT' test will be the first assessment used for pre and post purposes, the 'D' question examples should also be referred to for children who struggle to access the 'MT' assessment. This will allow teachers to find a starting point.
- ✓ The length of time allocated to each 'topic' will vary depending on the class's confidence and competence with that area and the curriculum objectives. A rough guide would be 2 and a half to 3 weeks but this is at teacher's discretion.
- ✓ As progress is made in the curriculum across the year, some objectives may require only 'light touch' discrete teaching as the teacher is satisfied the content has been learnt. Teachers should then ensure 'depth' of learning by using the wealth of school resources (as well as others which they may have or are available on line) through problem solving and reasoning questions as well as challenges and games which require children to apply knowledge or use their initiative or logical thinking.
- ✓ It is critical that children's knowledge in number and place value; addition and subtraction; multiplication and division and fractions are recalled and challenged throughout the year, regardless of the topic being covered, as these are key for fluency across the subject.
- ✓ Teachers will gather evidence against objectives through high quality teaching, learning and assessment to suitably assess a child's competence. This evidence will be used to inform judgements on Target Tracker.

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Maths Overview

Year 6

Autumn	Number and Place Value (MT/ET)	Addition and Subtraction (MT/ET)	Multiplication and Division (MT/ET)	Fractions (MT/ET)	Measurement (MT/ET)
Spring	Ratio and Proportion (MT/ET)	Algebra (MT/ET)	Measurement (MT/ET)	Geometry (MT/ET)	Statistics (MT/ET)
Summer	SATs Prep Work		Review and recap Problem solving and reasoning Cover weaknesses		

- ✓ This document should be used alongside the school's Assessment Guidance and the Rising Stars Topic Tests.
- ✓ MT relates to the mid-topic assessment and ET relates to the end of topic assessment as per the Rising Stars Topic Tests.
- ✓ Due to the additional content of the year 6 curriculum and the reduction in time before SATs, the aim is for teachers to cover each maths 'topic area' once during the first two terms. Although the 'MT' test will be the first assessment used for pre and post purposes, the 'ET' question examples should also be referred to in order to challenge children with the 'D' question examples to cater for children who may struggle. This will allow teachers to find a starting point.
- ✓ The length of time allocated to each 'topic' will vary depending on the class's confidence and competence with that area and the curriculum objectives. A rough guide would be 2 and a half to 3 weeks but this is at teacher's discretion.
- ✓ As progress is made in the curriculum across the year, some objectives may require only 'light touch' discrete teaching as the teacher is satisfied the content has been learnt. Teachers should then ensure 'depth' of learning by using the wealth of school resources (as well as others which they may have or are available on line) through problem solving and reasoning questions as well as challenges and games which require children to apply knowledge or use their initiative or logical thinking.
- ✓ It is critical that children's knowledge in number and place value; addition and subtraction; multiplication and division and fractions are recalled and challenged throughout the year, regardless of the topic being covered, as these are key for fluency across the subject.
- ✓ Teachers will gather evidence against objectives through high quality teaching, learning and assessment to suitably assess a child's competence. This evidence will be used to inform judgements on Target Tracker.
- ✓ As year 6 is a key assessment year, children should be challenged with previous test questions and examples throughout in order to expose them to challenging examples before testing in May. This will happen frequently as will the sitting of previous test papers.