COLLINGWOOD PRIMARY SCHOOL

RE @ Collingwood Primary School

Our Maths curriculum aims to develop independent and passionate mathematicians. Children will build a positive, resilient mathematical mindset with fluency of calculations, problem solving and reasoning at the core.

Retrieval Practice

Low-stake quizzes for long term memory
Varied teaching and learning activities
Thoughtful sequencing of content
Specific teaching of vocabulary

Content and Sequencing

EYFS- Pupils count reliably with numbers to 20, place them in order, and identify one more or less. Using objects, they add and subtract single-digit numbers and solve problems involving doubling, halving, and sharing. They use everyday language to compare size, weight, capacity, position, distance, time, and money, solve simple problems, and describe patterns and shapes with appropriate mathematical vocabulary.

Year 1- Pupils build confidence with whole numbers up to 100, using numerals, words, and practical resources for addition and subtraction. They recognise and describe simple 2D and 3D shapes, and compare measures such as length, weight, capacity, time, and money using standard and non-standard units.

Year 2- Pupils consolidate place value to 100 and extend skills in all four operations with stronger mental strategies. They know number bonds to 10 and 20, describe and sort shapes, and measure length, mass, capacity, time, and money using standard units. They solve simple problems involving all four operations.

Year 3- Pupils work confidently with numbers to 1,000, developing efficient written and mental methods for addition, subtraction, multiplication, and division. They begin to use fractions, recognise equivalence, and improve accuracy in reasoning about shapes. They measure accurately with rulers, scales, jugs, and clocks, linking number to measure.

Essentials

Fluency: the ability to perform mathematical operations and processes accurately and quickly. Mathematical fluency has 4 parts: accuracy, automaticity, speed, flexibility.

Reasoning: to become increasingly able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Problem Solving: able to think systematically in order to make appropriate decisions to apply known skills in a variety of contexts.

Assessment and Progress

Units of work are carefully sequenced; making connections with prior knowledge, concepts and vocabulary

Regular formative assessment and immediate feedback ensures misconceptions are addressed and learning is effective.

Effective questioning and higher order thinking are embedded within all learning experiences.

	Year 4– Pupils secure place value to 10,000 and use written and mental methods for all four operations. They solve problems with fractions and decimals, draw shapes with accuracy, and describe properties including angles and symmetry. They connect number and measure, such as area and perimeter, and know all multiplication tables to 12 × 12. **Year 5–** Pupils extend their understanding of the number system to at least 1,000,000 and begin using negative numbers. They apply links between multiplication, division, fractions, decimals, percentages, and ratios to solve complex problems. Formal written methods, including long multiplication and short division, are used confidently. In geometry, pupils' reason with angles, symmetry, transformations, and coordinates, while also converting between different units of measure. Simple algebraic language is introduced through problem-solving, such as missing number questions. **Year 6–** Pupils work with numbers up to 10,000,000, including negative numbers, and are fluent in written methods for all operations. They solve multi-step problems with fractions, decimals, percentages, and ratio, and explore number properties such as primes, factors, multiples, and squares. They apply algebra to sequences and equations, classify complex shapes, and calculate area and volume, applying their skills across number, measure, and geometry with fluency.	Adaptive teaching strategies ensure individualised instruction; supporting the needs of all learners Opportunities for revisiting content and mastery learning/teaching for mastery