

Scope	Components - content and skills to be taught
<ul style="list-style-type: none"> In Key Stage 1 we follow the National Curriculum coverage. In Nursery and Reception the Development Matters and EYFS Framework is followed. 	<ul style="list-style-type: none"> In Reception Mathematics is threaded through all areas of both directed and exploratory learning following the 6 big areas. In Key Stage 1 the component areas of Number and Place Value, Four Operations, Measures, Geometry and Statistics From Reception and into KS1 Declarative Knowledge of Numberfacts is delivered by Mastering Number, Numbots, TT Rockstars and school tables scheme.
Lesson sequencing	
<ul style="list-style-type: none"> In Key Stage 1 each unit is broken down into weekly end points following a small step progression following White Rose Maths as a basis and linked to the big 5 areas (NCTEM) In Reception classes the curriculum focusses on the big 6 areas of learning with a focus on composition of number. 	<ul style="list-style-type: none"> In Reception classes Mastering Number is the main planning tool is taught 4 days per week. With Counting collections / Number formation on 5th day. Other areas of curriculum (Shape, space and measure) are blocked and sequenced using White Rose as a starting point. In Key Stage 1 component knowledge is sequenced to an agreed long-term plan. In Key Stage 1 classes sequenced small -step lessons following a concrete, pictorial and abstract approach.
Retrieval	Enrichment
<ul style="list-style-type: none"> Planned and systematic opportunities for prior learning to retrieve during day and in lessons. 'Get Ready' warm-up within lessons supports Oracy using philosophy club 'ABC' approach. Systematic opportunities are planned in to make links between mathematical concepts. 	<ul style="list-style-type: none"> Maths in all classes is enriched by outdoor learning and spaces beyond the classroom that promote mathematical understanding and enquiry. School Trips promote the practical application of maths being 'all around us' linked to Karen Wilding approach in Reception. Links with Junior School, Maths Hub and TPAT group look to promote wider opportunities with the community. (TT Rockstars)
CPL	SEND & Adaptation
<ul style="list-style-type: none"> Evidence of CPD undertaken by lead / Staff TPAT Maths Leads Attendance NCTEM Maths Hub Host School NCTEM Maths Champions (Nursery & Reception) EEF Mastering Number Trail across school EEF Counting Collections Trail. Attendance at Evidence of CPL provided for staff via staff meetings and INSET 	<ul style="list-style-type: none"> Staff identify and plan to support all pupils to ensure equity in the provision they receive including those that may be disadvantaged. Barriers to learning and potential misconceptions are identified and used to support pupils understanding. In the sequence of learning there is planned specific adaptation for identified areas of SEND or vulnerable groups. Children that are multi-lingual are identified and provision is made to remove barriers to their learning in terms of vocabulary.
Monitoring	Assessment
<ul style="list-style-type: none"> Monitoring schedule in place for Maths Monitoring of planning and /or lesson observations shows that the intended curriculum is followed. There is evidence of children showing deepening mathematical knowledge of component and declarative knowledge. Pupil conferencing evidencing children can verbally demonstrate component and declarative knowledge that has been taught. 	<ul style="list-style-type: none"> Continuous assessment for learning opportunities following agreed Walk Thru approach. Daily Assessment of pupil progress within lessons using school marking scheme – follow-up intervention. Baseline Assessment in Reception / GLD end of Year. End of unit assessment / termly using maths.co.uk (Year 1) Weekly Times Tables / Arithmetic Tests (Year 2) End of Term Standardised Assessment (Year 2)
Impact	
<ul style="list-style-type: none"> Children show a good Level of Development in Maths from Reception A coherent small-step curriculum is being delivered from Nursery to Year 2 that follows best practice. Children have developed a clear understanding of mathematical concepts as identified in end of Key Stage 1 Data. Children explain their mathematical thinking using philosophy time approach as observed in class. Children represent their maths using concrete, pictorial and abstract representations and make links between these to deepen their understanding through the Big 5 Ideas. Children demonstrate their understanding of four operations in arithmetic through pictorial representations. Children are learning, knowing and understanding more aligned to end points defined in school. 	



Truro and Penwith
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