



Wessex Learning Trust



Weare Academy C of E
First School

We Learn Together

Mathematics Curriculum Documents





Weare Academy
C of E First School
All Can Achieve



Mathematics

Intent, Implementation and Impact Statement

Intent

At Weare Academy, our intent for the mathematics curriculum is to provide a robust foundation that equips all pupils with the skills and knowledge they require to thrive both academically and in everyday life. Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, or additional needs, to flourish and become the very best version of themselves they can possibly be. We aspire to foster a love for mathematics, where pupils are inspired to discuss concepts, cultivate curiosity, and develop problem-solving skills that will benefit them throughout their education and future pursuits.

Our curriculum is underpinned by the following key principles:

- **Aspirational:** In alignment with our school vision, we recognise that every pupil is unique, and we are committed to providing an inclusive learning environment that supports the needs of all students, empowering them to thrive and realise their full potential. Across the school, we use the Wessex Learning Trust key principles to structure lessons, promoting the importance of quality first teaching and scaffolding learning objectives, when required.
- **Respectful:** We promote the importance of 'maths talk', encouraging pupils to take turns and listen to each other's reasoning using Talking Partner pairings.
- **Curious:** We will highlight the relevance and applications of mathematics in real-life scenarios to promote its importance and cultivate a sense of purpose in learning. In the early years and Year 1, pupils are encouraged to explore areas of interest through continuous provision and pupils are explicitly shown how to make connections between maths taught and how this links with their future career opportunities to broaden children's knowledge of the wider world.
- **Kind:** Pupils will work collaboratively to share and develop initial understanding to encourage a deeper level of thinking. Pupils will be given the opportunity to share their ideas in an inclusive and supportive learning environment.
- **Responsible:** We aim for pupils to develop a deep understanding of mathematical concepts, moving beyond rote memorisation to ensure they can apply their knowledge in different contexts. Pupils are encouraged to use and apply taught strategies to solve a variety of reasoning and problem-solving concepts in every maths lesson.



Implementation

To realise our intent, we have designed a well-structured and engaging mathematics curriculum that incorporates National Centre for Excellence in the Teaching of Mathematics (NCETM), Curriculum Prioritisation, as our basic structure and covers additional objectives from the National Curriculum in specific maths lessons and other areas of the curriculum e.g. data handling through Science lessons and PE. Our implementation encompasses:

Curriculum Design:

- Each year group follows a progressive sequence of topics, ensuring a coherent pathway of learning that builds upon prior knowledge and prepares pupils for future mathematical concepts. Our planning is significantly informed by the NCETM. Curriculum Prioritisation resources to ensure that instructional strategies are evidence-based and effective. The objectives not covered in the National Curriculum have been identified and taught discretely or incorporated into other curriculum units of learning e.g. data handling to construct graphs in science.
- **Integration across the Curriculum:** Using the context of our school, this statement outlines our commitment to integrating mathematics across the curriculum, enhancing students' practical application of concepts. Throughout the academic year, opportunities will arise in cooking activities for practising measurement and in construction tasks for spatial awareness. Science Week will promote data handling through graphs, while outdoor learning in forest school settings will allow exploration of shape and measurement, reinforcing mathematical understanding in diverse contexts.
- **Progressive Skill Development:** Our curriculum promotes mastery learning, where pupils are encouraged to achieve a high level of understanding before moving on to new topics. The mastery approach is heavily influenced by NCETM methodologies, ensuring our pupils develop a concrete understanding of mathematical concepts and able to talk about the maths they are learning. Each lesson should expose children to a combination of fluency, reasoning and problem-solving questions to gradually build a breadth of understanding and knowledge. In every maths lesson across the school, we use the Wessex Learning Trust key principles for learning, which include an 'I do,' 'we do', 'you do' approach – allowing teachers to model teaching points, children to then practise with support and then to apply their knowledge independently.

- **Hands-On Learning:** We employ a range of teaching strategies, including collaborative group work, hands-on activities, and the use of technology. These approaches, supported by NCETM materials, cater to different learning styles and ensure high levels of engagement.
- **Assessment:** Assessment is vital in our mathematics curriculum. Pre-unit assessments are conducted at the start of each module across Key Stages 1 and 2 to assess prior knowledge. Ongoing formative assessments guide daily teaching. At the end of each term, we implement Testbase assessments for Year 2, Year 3, and Year 4, as part of a Trust-led approach to identify learning gaps and necessary next steps. These combined assessment methods ensure a thorough understanding of student progress and support targeted interventions for academic growth.
- **CPD for Staff:** Teachers are provided with ongoing professional development opportunities, including through the NCETM, Boolean Hub for Mastering Number and collaborative training through the Wessex Learning Trust partnership. Regular subject monitoring through learning walks, moderation and pupil voice, enables staff to identify and explore dynamic teaching strategies, use of manipulatives, and understanding of children's mathematical thinking.



Impact

The effectiveness of our mathematics curriculum is evidenced through various metrics and feedback mechanisms, all reflecting our commitment to our vision:

- **Pupil Outcomes:** We strive to achieve strong outcomes in internal assessments, demonstrating that our pupils are well-prepared for the next stage in their education and have a solid grasp of mathematical concepts.
- **Pupil Engagement:** Pupil voice surveys indicate high levels of enjoyment and confidence in mathematics. Our students express a sense of belonging and are eager to participate actively in lessons, evidencing their flourishing in a supportive environment.
- **Curriculum Evaluations:** Regular monitoring and evaluation of our curriculum, including lesson observations and learning walks, affirm that teaching is consistently of high quality and promotes deep learning.

Through this comprehensive intent, implementation, and impact framework, we are proud to provide an outstanding mathematics education that equips our pupils to flourish and achieve their fullest potential.



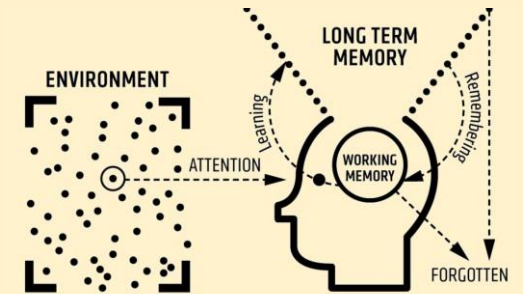
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines



Linking Prior +
New Learning



Focused
Instruction '*I Do*'



Practise
Learning '*We Do*'



Learning Check
'*You Do*'



Consolidating
Learning

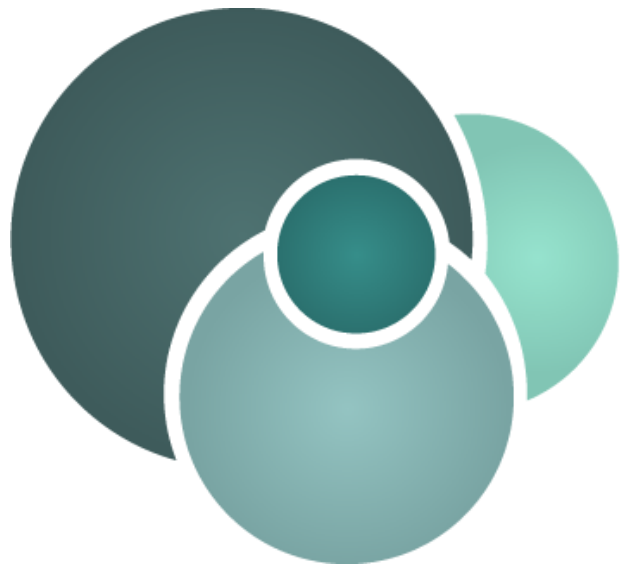
- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



Ready To Learn Routines		Ref SLC - Emotional learning environment - physical learning environment	Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.
Linking Prior + New Learning		Ref SLC - Pace of talk, clarity of instruction	Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.
Focused Instruction 'I Do'		Ref SLC - Explicit teaching of vocabulary - Explicit teaching of listening	The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.
Practise Learning 'We Do'		Ref SLC - Explicit teaching paired, small group talk	Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.
Learning Check 'You Do'			Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.
Consolidating Learning			Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. Next lessons, rest of day, community, wider world.

NCETM – Progression of Skills in Key Areas

NCETM – Breakdown of Units and Content



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

	Unit	Unit name
Autumn 1	1	Previous Reception experiences and counting within 100
Autumn 2	2	Comparison of quantities and part-whole relationships
	3	Numbers 0 to 5
Spring 1	4	Recognise, compose, decompose and manipulate 2D and 3D shapes
	5	Numbers 0 to 10
Spring 2	6	Additive structures
	7	Addition and subtraction facts within 10
Summer 1	8	Numbers 0 to 20
Summer 2	9	Unitising and coin recognition
	10	Position and direction
	11	Time

	Number and place value
	Number facts
	Addition and subtraction
	Geometry
	Other

Year 1

Curriculum map



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

June 2021

	Unit	Unit name
Autumn 1	1	Numbers 10 to 100
	2	Calculations within 20
Autumn 2	3	Fluently add and subtract within 10
	4	Addition and subtraction of two-digit numbers (1)
Spring 1	5	Introduction to multiplication
	6	Introduction to division structures
Spring 2	7	Shape
	8	Addition and subtraction of two-digit numbers (2)
Summer 1	9	Money
	10	Fractions
	11	Time
	12	Position and direction
Summer 2	13	Multiplication and division – doubling, halving, quotitive and partitive division
	14	Sense of measure – capacity, volume, mass

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Geometry
	Other

Year 2

Curriculum map



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

June 2021

	Unit	Unit name
Autumn 1	1	Adding and subtracting across 10
	2	Numbers to 1,000
Autumn 2		
Spring 1	3	Right angles
	4	Manipulating the additive relationship and securing mental calculation
Spring 2	5	Column addition
	6	2, 4, 8 times tables
	7	Column subtraction
Summer 1	8	Unit fractions
Summer 2	9	Non-unit fractions
	10	Parallel and perpendicular sides in polygons
	11	Time

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Year 3

Curriculum map

	Unit	Unit name
Autumn 1	1	Review of column addition and subtraction
	2	Numbers to 10,000
	3	Perimeter
Autumn 2	4	3, 6, 9 times tables
	5	7 times table and patterns
Spring 1	6	Understanding and manipulating multiplicative relationships
	7	Coordinates
Spring 2	8	Review of fractions
	9	Fractions greater than 1
Summer 1	10	Symmetry in 2D shapes
	11	Time
Summer 2	12	Division with remainders

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Year 4

Curriculum map