Maths Curriculum

White Rose Education

Our maths curriculum is built on the White Rose Education progression. Utilising the small step progression, we have built and tailored our curriculum to the needs of our children. Teachers are encouraged to adapt resources and add to the resources to meet the individual needs of all our pupils.

Calculation Policy

We have designed our own bespoke calculation policy to meet the needs of our children, ensure a consistent approach towards the use of manipulatives and to ensure that children are taught to use efficient strategies for calculation.

Fluency Bee

Fluency Bee is timetabled alongside daily maths teaching to support children from EYFS-Year 2 to enhance their knowledge of number. This is also a resource that can be used to support intervention for number throughout school.

Times Tables Rock Stars (TTRS)

TTRS is another resource used from Year 2 – Year 6 to support the learning and automatic recall of times tables which are essential to become an efficient mathematician.

Maths on a Page

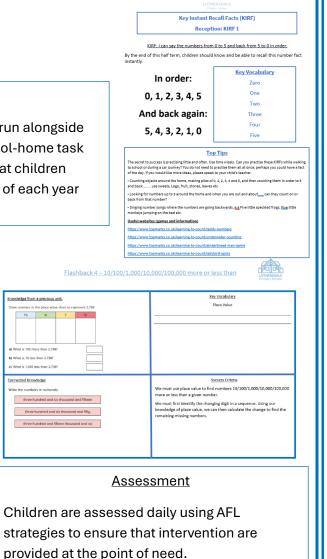### Key Instant Recall Facts (KIRF)

We have designed a bespoke KIRF programme to run alongside our maths curriculum, to be completed as a school-home task each week. KIRF targets are based on key facts that children need to be able to automatically recall by the end of each year group to support their maths learning.

Flashback 4

Throughout each week, at the beginning of each new small step, the children will complete a Flashback 4 (FB4) sheet, created by their teacher. On each FB4, the children will be assessed on some prior knowledge and some connected knowledge for their new learning. They will also be introduced and reminded of key vocabulary and a success criteria.

Maths Non-Negotiables – Exercise books

- Marking & Feedback Policy Displayed
- Unit front cover sheets
- Short date (all) and roman numeral date (KS2)
- Excellent presentation and neat number formation and handwriting.
- Books marked up to date, reflecting the marking and feedback policy.

Assessment

Children are assessed daily using AFL strategies to ensure that intervention are provided at the point of need.

Summative assessment happens termly using White Rose and end of key stage statutory assessment materials alongside teacher judgement and moderation (half termly).

LOTHERSDALE Primary School

Key Instant Recall Facts (KIRF)
Reception: KIRF 1

KIRF: I can say the numbers from 0 to 5 and back from 5 to 0 in order.

By the end of this half term, children should know and be able to recall this number fact instantly.

In order:
0, 1, 2, 3, 4, 5

And back again:
5, 4, 3, 2, 1, 0

Key Vocabulary
Zero
One
Two
Three
Four
Five

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You do not need to practise them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

- Counting objects around the home, making piles of 0, 1, 2, 3, 4 and 5, and then counting them in order to 5 and back...... use sweets, Lego, fruit, stones, leaves etc
- Looking for numbers up to 5 around the home and when you are out and about..... can they count on or back from that number?
- Singing number songs where the numbers are going backwards, e.g Five little speckled frogs, Five little monkeys jumping on the bed etc.

Useful websites (games and information)
https://www.topmarks.co.uk/learning-to-count/teddy-numbers
https://www.topmarks.co.uk/learning-to-count/underwater-counting
https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game
https://www.topmarks.co.uk/learning-to-count/ladybird-spots

Flashback 4 – 10/100/1,000/10,000/100,000 more or less than

Knowledge from a previous unit.

Draw counters in the place value chart to represent 2,738

Th	H	T	O

a) What is 100 more than 2,738?
b) What is 10 less than 2,738?
c) What is 1,000 less than 2,738?

Key Vocabulary
Place Value

Connected Knowledge

Write the numbers in numerals.

three hundred and six thousand and fifteen

three hundred and six thousand and fifty

three hundred and fifteen thousand and six

Success Criteria

We must use place value to find numbers 10/100/1,000/10,000/100,000 more or less than a given number.

We must first identify the changing digit in a sequence. Using our knowledge of place value, we can then calculate the change to find the remaining missing numbers.