

Mathematics

Intent

Dartford Primary Academy's Mathematics curriculum has been designed with the intent that our children will become resilient, independent, confident and fluent mathematicians. Our children will develop and apply the mathematical knowledge and skills that they will need in their daily lives beyond the classroom. We personalise and use White Rose Maths Schemes of Learning to ensure effective delivery of the maths curriculum.

We will deliver a curriculum that:

- Allows the children to learn new skills which build year on year through our academy.
- Allows children to use, and choose from, a wide range of manipulatives to assist learning.
- Allows children to access a range of mathematical models and images to support the learning of new concepts.
- Inspires learning through consistent and outstanding teaching practice firmly embedded in a concrete-pictorial-abstract approach.
- Builds on individual starting points and is aspirational for all children throughout the academy.
- Is inclusive and scaffolds learning to enable all children to access learning.
- Encourages our children to be self-motivated, independent and resilient by being fluent in the basic skills.
- Encourages our children to feel confident to make mistakes and learn from them.
- Challenges our children to master the maths curriculum by becoming fluent and reason about the range of methods that they choose to apply.

Implementation

The maths curriculum is led and overseen by the subject leader. A regular cycle of monitoring, evaluation and review ensures consistency of excellent practice in our academy.

The teaching, learning and sequencing of the curriculum follows:

- A clear mastery approach through White Rose Maths Schemes of Learning which ensure coverage, repetition and progression in all areas of maths.
- A clear learning sequence which builds on prior learning and the development of new skills, which are repeated within the year and beyond.
- Lessons which allow for repetition, and therefore mastery, of learning.
- Times tables are taught daily in all year groups to ensure that our children have met the curriculum objectives by the end of Year Four.
- A design which ensures that the needs of individual and small groups of children can be met within the environment of high quality teaching, supported by targeted, evidence based intervention where required.

Impact

Our maths curriculum will create:

- A positive impact on children's outcomes at the end of each key stage, with an increasing percentage of children achieving the greater depth standard year upon year.
- Enjoyment of the maths curriculum that inspires and promotes achievement and confidence.
- Children who are resilient and able to make mistakes and learn from them.
- Children who will become fluent in all basic skills and work towards mastery.
- Children who will leave Dartford Primary Academy ready for the next phase of learning.
- Children who will have the maths skills to solve problems beyond their classroom environment.

Maths Curriculum Map



Maths Curriculum Map - Autumn Term

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Who we are	Number Place Value (within 10) (Number addition and subtraction within 10)	Number - place value Number - addition and subtraction	Number - Place value Number - addition and subtraction	Number - Place Value Number - addition and subtraction	Number - place value Number - addition and subtraction Statistics	Number - place value Number - all four operations
Autumn 2 Where we are in time and place	Geometry - shape Number Place Value (within 20)	Measurement - money Number - multiplication and division	Number - addition and subtraction Number - multiplication and division	Number - addition and subtraction Measurement - length and perimeter Number - multiplication and division	Statistics Number - multiplication and division Measurement - perimeter and area	Number - fractions Geometry - position and direction

Maths Curriculum Map - Spring Term

Spring 1 How the world works	Number addition and subtraction (within 20) Number Place Value (within 50)	Number - multiplication and division Statistics	Number - multiplication and division Measurement - money Statistics	Number - multiplication and division Measurement - area Number - fractions	Number - multiplication and division Number - fractions	Number - decimals Number - percentages Number - algebra
Spring 2 How we organise ourselves	Measurement - length and height Measurement - weight and volume	Geometry - properties of shape Number - fractions Measurement - length and height	Measurement - length and perimeter Number - fractions	Number - fractions Number - decimals	Number - fractions Number - decimals and percentages	Measurement - converting units Measurement - perimeter, area and volume

Maths Curriculum Map - Summer Term

Summer 1 Sharing the planet	Number - multiplication and division Number - fractions. Geometry - position and direction	Geometry - position and direction Problem solving	Number - fractions Measurement - time	Number - decimals Measurement - money Measurement - time	Number - decimals Geometry - properties of shape	Geometry - properties of shape Problem solving Statistics
Summer 2 How we express ourselves	Number Place Value (within 100) Measurement - money Measurement - time	Measurement - time Measurement - mass, capacity and temperature Investigations	Geometry - property of shape Measurement - mass and capacity	Statistics Geometry - properties of shape Geometry - position and direction	Geometry - position and direction Measurement - converting units Measurement - volume	Investigations

DETERMINED PERSISTENT ACHIEVERS
Learning to change the world