



Long Term Planning:

The long term planning at Cheadle Primary School is broken down into the 9 distinct domains which identify the programmes of study for each area:

- Number: Number and place value
- Number: Addition and subtraction
- Number: Multiplication and division
- Number: Fractions
- Ratio and proportion (Only in Year Six)
- Algebra (Only in Year Six)
- Measurement
- Geometry: Properties of shape
- Geometry: Position and direction
- Statistics (From Year 2 Onwards)

The distinct areas of Mathematics will be studied over weekly focuses within each of the outlined areas, however, the planning of must ensure that:

- Pupils become **fluent** in the fundamentals of mathematics, through solving complex problems.
- Pupils must **reason mathematically** by following a line of enquiry.
- Pupils can **solve problems** by applying mathematics to a variety of routine and non-routine problems with increasing sophistication.

Medium Term Planning

NC: It is expected that the majority of pupils will move through the Programmes of Study at the same pace. However, pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems, before any acceleration through new content.

NC: Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

In order to make accurate judgements of the Year group specific programmes of study within Curriculum 2014 and the Attainment levels prior to this point, the long term mapping aims to provide a suggested sublevel to match the difficulty level within each element of the programme of Study, and provide a suggested order in which to scaffold the learning in each of the Mathematical areas.

The medium term plan should therefore be planned for the each half term, whereby objectives that are not met within the first half term are repeated, and where pupils are secure, additional learning objectives, that are required to be covered over the year are added. Each weekly unit should ensure that the **Maths Non-Negotiables (see below)** are the initial objectives that are taught within the key Mathematical area.

Using the Mathematics non-negotiables for Medium Term planning:

The defined non-negotiables have a specific role in helping pupils meet the year group expectations. It is suggested that if a pupil is not confident in these areas, then they will find the rest of the curriculum difficult to access.

The non-negotiables are designed to:

- Identify the essential components that pupils need to become confident with, i.e. be able to demonstrate in independent tasks and be able to apply in other contexts
- Unblock learning, i.e. to keep teachers focused on the essential rather than coverage at the expense of progress.
- Unlock learning and progress.

Short Term Planning:

In order to support the delivery of the National Curriculum objectives, Cheadle Primary School uses the Focus Maths Planning document, as a guide for teachers and support staff to break down the programmes of study into more scaffolded teaching objectives, that also have a suggested set of teaching sequences, as stepping stones, in order to differentiate the learning objective.

Most of the learning objectives can be supported by a series of pre-learning tasks, which will help teachers to decide where to provide the most appropriate levels of differentiation based upon pupils prior knowledge and understanding. In this way time is not wasted covering learning already known and understood. The tasks are linked to the teaching sequences by *numbers so that it makes it easier for teachers to decide starting points.

In this way the groupings of the children should look different for the teaching of different objectives, because the groupings will be determined by the outcomes from the pre-learning task. These are outlined by Focus Maths for the Number objectives, but teachers should aim to use **test base** to supplement the other areas of learning.

Guided work (stepping up to the challenge – from Focus Maths):

The 'step up to the challenge' session could be planned for guided sessions. Within this session the teacher or teaching assistant should use the resource to identify where each pupil is within the objective, and aim to use continuous modelling and demonstration to secure the connections between the Mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. The final teaching sequence within this guided session should seek to lead the pupils within the stepping up to the challenge session to solve a problem, that contextualises the mathematical concept being developed.

The guided session is vital within the Mathematics session, as it provides each member of staff key opportunity to fully explore, in a small group context, each pupils understanding within the area of Maths being taught.

Assessment of the objectives:

O TRACK will be used to track of gaps and informing teaching – Making it watertight.