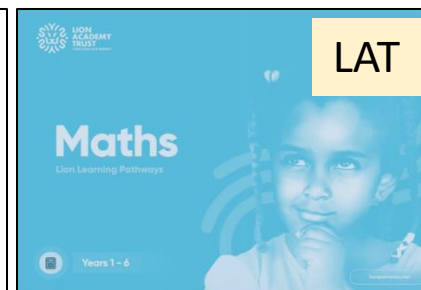
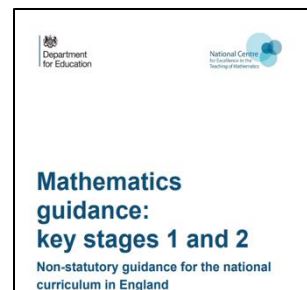




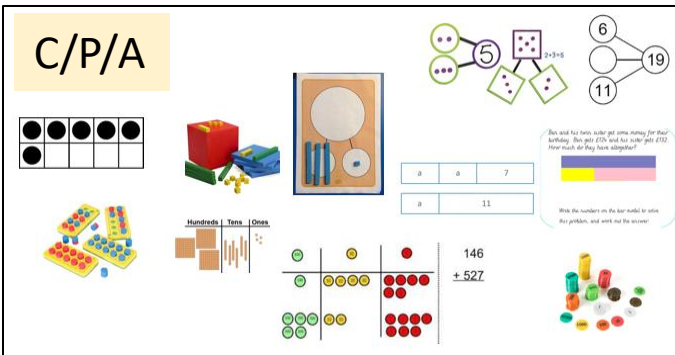
What do teachers use to plan for Maths?

- We use assessment to understand the gaps in knowledge/mathematical skills. The different mathematical content domains for KS1 and 2 are used by test creators to devise the National Tests in Year 2 and Year 6.
- To ensure we are planning for progression, we cross-reference our planning against the LAT Maths Pathway planning to ensure that content is taught in the relevant term – thus ensuring that sequencing is balanced and supporting pupils in the run up to assessments. ***Children in Set 3 may not be working at the age-related term – this will be discussed with leaders at pupil progress meetings and a plan of action agreed.*
- Learning Intention (LIs) and Success Criteria (SCs) are built and planned around the LAT progress document. These should be written into child-friendly language and shared with children so that they can articulate what they are learning.
- The Maths bookmark will be used to ensure there is a balanced coverage across a lesson. Book marks are broken into 'Fluency', 'Practice' and 'Practical application'.



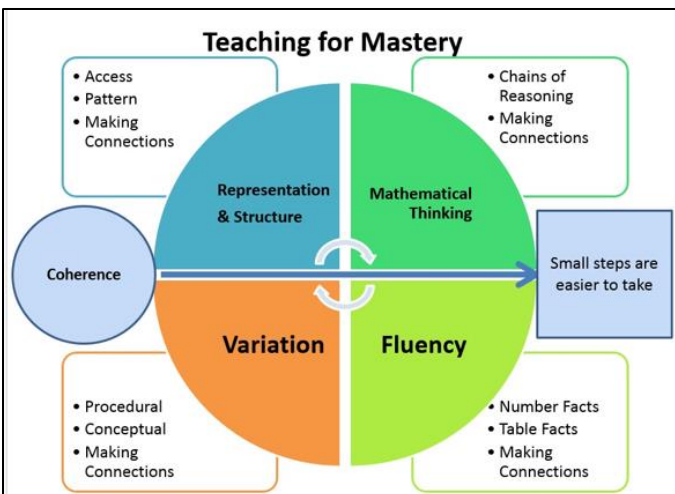
	Autumn	Spring	Summer
Expected Standard	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	[KEY] Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Estimate and use inverse operations to check answers to a calculation.	[KEY] Continue to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Continue to estimate and use inverse operations to check answers to a calculation.
Greater Depth Standard	Independently add and subtract numbers with up to 4 digits (including decimal notation) using the formal written methods of columnar addition and subtraction where appropriate.	Continues to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Accurately estimates and use	Continues to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Continues to accurately estimate

LAT PROGRESSION



What do pupils use in Maths lessons to support their learning?

- Concrete and pictorial lesson resources are essential – irrespective of class set or need. Quality images and models expose the structure of maths. These may differ throughout the school and key stage but could include: part-part whole models, bar models, physical resources.
- Book marks will demonstrate the range of skills children will achieve within a lesson. Fluency demonstrates procedural variation (only varying the main concept), Practice demonstrates conceptual variation (multiple perspectives to the concept) and Practical application demonstrates reasoning problems.
- Lessons will be planned using the MIRO software so that there is a familiar I DO/WE DO/YOU DO practise in every lesson. There are exemplar boards to demonstrate modelling.
- Learning Intention (LIs) and Success Criteria (SCs) are provided for every lesson. Pupils should be able to talk about what they are learning and how they are practising the skill.
- A washing line, with modelled answers should provide pupils with visual reference aid for the week of learning. This will enable pupils to retain and recall knowledge from previous lessons as well as acting as an aide-memoire for those in lower-ability groups. Sentence stems should be used to support modelled answers.
- Technology should be used to enhance the learning offer. Examples include: interactive teaching tools, use of the visualiser to model.



Sequencing maths lessons which are rich in content, examples and questions.

- Lessons will be planned using the mastery approach to maths.
- When planning a sequence of lessons use a range of sources. This means different schemes of learning need to be cross-referenced to help support the creation of a lesson rich in content.



Additional information for teachers:

- Starters should allow regular practice in a range of skills. These should be short and snappy tasks which allow children to revise previously taught elements of the mathematical curriculum.
- End of unit quizzes. These should be used to assess children's independent ability to apply the skills they have learnt.
- Learning should be planned for the individual set – not across sets. At St. Mary's we teach to need - we do not provide blanket coverage.