

Curriculum Principles: Maths

Intent	Know more; remember more; do more Confident in variation of application Ambition for all Begins in EYFS Misconceptions anticipated and addressed in pre teach/lessons Connections between subjects, themes and topics
Recall	Flashback 4/Daily fluency Counting stick/hoop Knowledge Organisers Weekly quizzes Vocabulary STEM sentences
Memorisation	Flashback 4 Dual Coding Vocabulary – visual and oral; access to word mats/lists Listen; read; repeat; remember; apply Talk activities
Assessment	Termly Summative assessments Daily teacher assessment Questioning Achievement for All – documents and discussions Feedback (verbal and Written) Target setting Pre- and post-teach Flashback 4
Oracy	TALK opportunities to develop reasoning Reduced teacher talk in lessons Presentation opportunities Planned paired talk STEM sentences “I know this because../I agree/disagree with...because..” Social interaction, e.g. talk prompts Children orally chanting throughout the day My turn, your turn vocab
Adaptation	Deepening activities CPA approaches and range of resources, e.g. manipulatives, word mats Staff deployment Modelling, e.g. through Visualiser Coloured backgrounds or text on all resources, including print-outs Adapted/challenging resources i.e. number lines that have numerals/images, adapted reasoning and problem-solving questions
Context and Relevance	Visual timetables in all classrooms Making connections – discussing the date etc. Sequencing and positional language used by teachers Structure and routine Classroom displays with dual coding signs, e.g. using visual timetable images Connections with local environment and community Cultural Capital; Trips and Visits; Experiential learning Current Affairs, e.g. local and national news events Summer fair and enterprise week

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Love, Learn, Discover

