

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

**How to communicate using appropriate vocabulary**

**About Corsham and their local area**

**Through experiences inside and beyond the classroom**

**New knowledge and understanding appropriate to their age**

**How to keep themselves safe**



These are the essential skills and knowledge that we want our pupils, to learn in mathematics by the end of:

EYFS	KS1
In the EYFS (Early Years Foundation Stage), we focus on developing children's understanding and skills in number, counting, numerical patterns, and spatial reasoning. Our focus being for the children to be able to count confidently, understand number relationships, and recognise and describe patterns. Maths in EYFS also includes developing understanding of shapes, spaces, and measure.	In Key Stage 1 we teach to the objectives set out in the National Curriculum for Year 1 and Year 2. 'The principle focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources.'
EYFS Misconceptions	KS1 Misconceptions
<ul style="list-style-type: none"> <li>• That numbers can be made in different ways.</li> <li>• That quantity is based on size or spacing rather than number.</li> <li>• Identifying shapes by appearance rather than properties.</li> </ul>	<ul style="list-style-type: none"> <li>• That they can say numbers in order but doesn't fully understand that the last number counted tells the total.</li> <li>• That they only understand subtraction as taking away, not finding the difference.</li> <li>• That = means "the answer comes next", instead of "the same as."</li> </ul>
LKS2	UKS2
In Lower KS2 our priority is to ensure children are becoming increasingly fluent with the four operations (including efficient methods), number facts and place value (including efficient methods), number facts and place value (including simple fractions and decimals) and are able to problem solve.	In Upper KS2 our main priority is to ensure that children are: Extending their understanding of the number system and place value to include larger integers. Developing connections between multiplication and division with fractions, decimals, percentages and ratio. Developing their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

	Introduced to language of algebra as a means for solving a variety of problems.
LKS2 Misconceptions	UKS2 Misconceptions
<ul style="list-style-type: none"> <li>• Confuse the value of a digit with its place.</li> <li>• Forgetting to add the carried ten.</li> <li>• Not understanding commutativity.</li> <li>• Ignoring or misunderstanding remainders.</li> </ul>	<ul style="list-style-type: none"> <li>• Not mentally visualising a number.</li> <li>• Assuming patterns always continue linearly.</li> <li>• Not remembering the different rules with fractions.</li> </ul>

Knowledge Retention	Strong Vocabulary Development
Our mathematic curriculum is planned following White Rose and data collected from PiXL assessments, the retention of knowledge is enhanced through a progression of skills. This is assisted by every lesson beginning with a 'Making it Last' and daily 'sweeping up' sessions.	All classrooms display mathematical vocabulary, and these words are explored with children to strengthen their understanding. These are shared on Working Walls. There will be scaffolding within all class settings with the consistent use of sentence stems by all adults.
Range of Resources	Awareness Days
<p>Primary maths education utilises a variety of <b>physical, digital, and print-based resources</b> to support learning, engagement, and conceptual understanding. These can be categorised as follows:</p> <p><b>1. Physical Manipulatives</b> Hands-on tools that support concrete understanding of abstract mathematical concepts.</p> <ul style="list-style-type: none"> <li>• <b>Counters:</b> Small objects used to count, group, and perform basic operations.</li> <li>• <b>Base Ten Blocks:</b> Represent units, tens, hundreds, and thousands to build place value and arithmetic skills.</li> <li>• <b>Money Handling Kits:</b> Realistic play money used to simulate transactions and teach financial literacy.</li> <li>• <b>Rulers and Measuring Tapes:</b> For lessons in length, perimeter, and real-world measurement applications.</li> <li>• <b>Other Manipulatives:</b> Includes bead strings, interlocking cubes, pattern blocks, and fraction tiles for diverse learning activities.</li> </ul> <p><b>2. Digital Resources</b> Technology-enhanced tools that promote interactive and personalized learning.</p>	<p>We celebrate the NSPCC Number Day. We whole a maths problem day, organised and run by Upper Key Stage 2 children. We celebrate World Maths Day.</p>



- **Interactive Whiteboards:** Enable dynamic teaching with math software, visualisations, and instant feedback.
- **Online Learning Platforms:** Mathletics and TTRS
- **Web-Based Manipulatives:**
  - Online versions of tools like number lines, geoboards, or algebra tiles.
  - Provide flexibility for both classroom and home use.

### 3. Print-Based Materials

Traditional but essential resources for skill reinforcement and visual learning.

- **Worksheets and Workbooks:** Offer structured practice and problem-solving opportunities.
- **Flashcards:** Aid in memorisation of math facts (e.g., times tables).
- **Flip Charts and Posters:** Visual aids for displaying key math concepts and vocabulary.
- **Games and Puzzles:** Encourage engagement through problem-solving in a playful context.



As a Mathematician leaving Corsham Regis, every child will be able to:

understand, and be inspired by the fact that maths plays such a huge part in and can change our lives.

confidently, ask their own questions and using their mathematical skills to explore and discover answers independently.

demonstrate resilience and a high level of perseverance in mathematics.

have developed a strong foundation in mathematics, along with a secure bank of knowledge and enquiry skills that they can confidently build upon as they progress to the next stage of their mathematical education.

make connections and apply their mathematical knowledge both within mathematics lessons and across other areas of the curriculum.