

MATHEMATICS LONG TERM PLAN

This long term plan provides an overview of coverage for mathematics across the school year. It will be updated each school year in line with the school calendar.

Each class teacher must stick to the long term plan so coverage of the National Curriculum is ensured. In rare circumstances where class teachers feel the long term plan is inappropriate, it may be changed following discussion with the maths subject leader.

Class teachers can produce their own medium term plan's using this long term plan as the scaffold whilst considering the needs of the children in their class. Class teachers must ensure all programmes of study are taught and mastered within the school year in line with the national curriculum aims.

Number Fluency has been identified as an issue across school. As a result of this, focus teaching weeks for Number and Place Value have been identified in the Autumn Term. Following these focus weeks, number and place value should be embedded within every lesson so fluency of number is developed continually.

Problem Solving and Reasoning must also be embedded and developed where possible, in every maths lesson in line with the National Curriculum aims.

Whilst the long term plan indicates the overall domain being covered in that period of time, other domains should easily be linked to ensure mathematical connections are continually made. For example, a unit on measurement could easily allow application of multiplication and division.

Opportunities should also be made to apply mathematics across the curriculum and it is important class teachers find connections with the Cornerstones curriculum where possible.

Accurate and ongoing teacher assessments should be made by class teachers both summatively and formatively. Ideal opportunities for clear, independent evidence of conceptual understanding is through the application in other areas of mathematics and the curriculum where the teaching input is not linked to the assessments being made.

In line with whole-staff discussions, mathematics teaching and learning will be based on securing a conceptual understanding by offering children concrete – iconic / pictorial – symbolic / abstract approaches.