



St Uny Church of England Academy Maths Teaching & Learning Principles



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'
Matthew 5:16

Statement of Intent:

At St Uny CE Academy we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. We have designed a curriculum which inspires, engages and challenges learners so that they know more, remember more and understand more.

Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more.

Intention 2: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge so that they know more, remember more and understand more.

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are equipped well to live with Jesus Christ and others so that they know more, remember more and understand more.

Teaching & Learning Principles:

At St Uny CE Academy we apply these core teaching and learning principles across the curriculum. These principles lead to consistent, high quality teaching across all year groups. Learners are provided with opportunities to build on prior learning and apply new concepts so they know more, remember more and understand more.

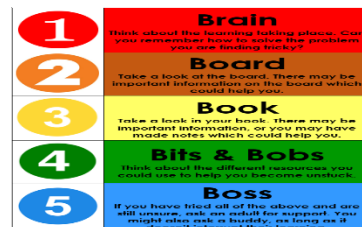
Growth Mindset:

At Uny CE Academy we encourage our pupils to develop their independent learning skills and apply a positive growth mindset to their learning. We have six learning powers woven throughout our curriculum which are designed to teach our pupils how to learn successfully and live well with each other. These skills are developed in all curriculum lessons with a whole-school focus each half term.



Pupils are also challenged to develop their independent learning skills and to work independently when faced with challenging learning.

At St Uny CE Academy we use the 5B approach to overcoming challenges. All teachers use these to support pupils in becoming more independent in their learning.



Maths Teaching and Learning:

Maths teaching at St Uny CE Academy aims to develop skilful and competent mathematicians who show enthusiasm and enjoyment for maths. Our aspiration is that all maths learners develop the ability to apply mathematical skills to everyday situations.

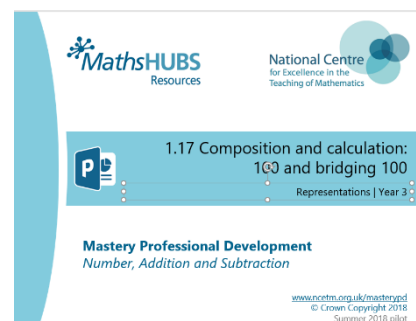
From NCETM Professional Development documents				From Rising Stars Long Term Plan		
Year	Key Objectives	Number: Addition and Subtraction	MD	F	Geo	Measure
Y1	Autumn	Number facts within 10 (+ and -)	1.1 - 1.4			Recognise and name 2D shapes
	Spring	Count in 2s	1.5 - 1.7	2.1	E11 guidance point 1	Recognise and name 3D shapes
	Summer	Count in 5s and 10s	1.8 - 1.10		E11 guidance point 2	Describe position, direction and movement
Y2	Autumn	Number facts within 10 (+ and -)	Assess 11 and where needed 2.1	Assess 11 and recap where needed 2.2 - 2.3	E11 guidance point 3 - halving Doubling	Identify properties of 2D shapes - includes symmetry
	Spring	Number facts within 20 (+ and -)	1.11 - 1.13	2.4	E11 guidance point 4	Use a unit of measure using money. Use units to make a given value.
	Summer	2x 1x 5x	1.14 - 1.16	2.5 - 2.6	E11 guidance point 5	Draw (including right angles)

Planning:

At St Uny CE Academy we use a spiral long-term plan based on the professional development teaching spines from the NCETM and the National Curriculum. Statistics is taught in maths lessons but practised across the curriculum.

Sequenced Learning:

Maths skills are taught in small steps, building on the step before. Lessons recap prior learning, vocabulary and build new skills. Guided practice in each lesson gives children the chance to try out new skills with support before working independently. The small steps are taken directly from the teaching spines.



Lesson Structure :

Daily maths lessons at St Uny last for 90 minutes. They start with a chance to review prior learning with a series of spiral review questions that recap skills, with an emphasis on number fact retrieval and calculation procedures. These questions are then marked and learning is assessed, with intervention sessions planned to ensure children have the opportunity for further practice. Children are then taught new skills in the main part of the maths lesson with time for independent practice of the day's new learning. Both parts of the maths lesson include live marking to ensure misconceptions are addressed immediately. There is dedicated time at the end of the lesson for an intervention session for any children that need more specific practice or more direct teaching to make progress.

SEND:

Children with SEND are sometimes taught the skills of a lower year group to close gaps in their learning. If this is the case their objectives are taken from that year group. The aim is always to catch up and keep up. Additional interventions including ILP targets may also be taken from the Ready to Progress Skills identified by the DfE.