

Dodford First School

Our Values				
Perseverance	Respect	Independence	Determination	Excellence
Our Golden Threads				
Vocabulary and Oracy	Breadth and Mastery	Diversity and Inclusion	Digital Literacy and Personal Safety	

Maths Curriculum Statement

At Dodford First School, our intent in teaching mathematics is to foster a high standard of mathematical understanding and fluency among all our children, preparing them for future learning and real-life applications. We aim to inspire a love for mathematics, nurturing curiosity and resilience in problem-solving. In line with the National Curriculum for mathematics our approach is designed to ensure:

- All children become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- All children reason mathematically by following a line of enquiry, estimating relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- All children can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- All children develop a deep understanding of mathematical concepts, enabling them to reason, solve problems, and apply their knowledge confidently in various contexts.
- We provide a learning environment that caters to the diverse needs of all learners, ensuring that each child, regardless of their starting point, can make progress and thrive in mathematics.
- Mathematics relates to other subjects to promote holistic learning. We emphasise its relevance in everyday life and within other areas of the curriculum, thus helping pupils see the importance of maths beyond the classroom.
- All children are equipped with essential skills such as critical thinking, collaboration, and communication, which are integral to their overall education and personal development.

We have implemented the White Rose mixed age scheme of learning, which is a well-structured mathematics programme that is carefully planned and sequenced to ensure progressive development of skills and knowledge. The White Rose mixed age schemes of learning combine the programmes of study from both year groups. Children will work through the small steps twice, revisiting them in the second year of their mixed age class. Lessons are designed using the Mastery approach, allowing pupils to explore concepts in depth before progressing to more advanced concepts. Teachers are passionate about mathematics and employ a range of effective pedagogical strategies. This includes the use of concrete, pictorial, and abstract methods to support understanding. Teachers regularly engage in professional development to ensure that high-quality teaching is embedded in their practice. We actively foster an interactive learning environment where pupils work collaboratively to solve problems and share their thought processes. We use rich, open-ended tasks that promote exploration and discussion, ensuring pupils remain actively engaged in their learning. We recognise the importance of practice and retrieval so that children can actively recall and reinforce learned information from memory, enhancing long-term retention. We adopt continuous assessment strategies to monitor children's progress and identify areas for further development. Feedback is timely and constructive, helping pupils to recognise their strengths and areas for improvement. We employ formative assessments to inform teaching and adjust learning activities accordingly. We recognise the role of parents in their child's education and actively seek to engage them through workshops, sharing of resources, and regular updates on progress, enabling them to support their child's learning at home.

Maths Curriculum Overview

	Autumn	Spring	Summer
EYFS	Match, Sort and Compare Measure and Patterns It's Me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 Sides	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time Building 9 and 10 Explore 3D Shapes	To 20 and Beyond How many now? Manipulate, Compose and Decompose Sharing and Grouping Visualise, Build and Map Make Connections
Years 1 and 2	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 100) Shape	Addition and Subtraction (within 100) Multiplication and Division Length and Height Statistics	Money Fractions Time Mass, Capacity and Temperature Position and Direction
Years 3 and 4	Place Value Addition and Subtraction Multiplication and Division A Area	Multiplication and Division B Length and Perimeter Fractions A Mass and Capacity Fractions B	Time Decimals Money Shape Position and Direction Statistics

Additional Programmes	
Mastering Number in Reception, KS1 and Year 3 Firm Foundations and Number Sense	
TT Rockstars Fluency in Multiplication and Division	

A Day in the Life of a Dodford Mathematician

Morning Arithmetic – How are children retrieving what they already know?

Five Minute Fundamental (KIRFs) – How confident are children in recalling the fundamental facts they need in maths?

Discover – What do children already know?

Explicit Instruction (My Turn) – Are children actively listening? Is the teaching modelling their thinking?

Guided Practice (Our Turn) – How are children actively involved in representing, calculating and discussing? How can teachers check for understanding?

Intelligent Practice (Your Turn) – Can children work independently to apply their understanding with both fluency, reasoning and problem-solving questions?

Key Instant Recall Facts (KIRFs)

Key instant recall facts are fundamental to children's learning because they form the building blocks for higher-level thinking and problem-solving. When children can instantly recall key facts—such as number bonds, times tables, or basic spelling patterns—they free up working memory for more complex tasks. This automaticity allows them to focus on understanding, reasoning, and applying knowledge rather than struggling to remember basic information. For example, a child who quickly recalls multiplication facts can more easily solve multi-step maths problems. Instant recall also builds confidence and fluency, helping children approach learning with greater independence and less

frustration. Through repetition and steady progression, we aim to make knowledge easier to retrieve over time. By the end of each half term, children should know the following facts. The aim is for them to recall these facts instantly. Our homework for the half term will be set in line with the KIRF in focus.

Term	Preschool	Reception	Year 1	Year 2	Year 3	Year 4
Autumn 1	Recognise and recite the number of names to 5. Touch count to 3.	Name numbers in order to 10 and compare 2 numbers by saying which is more or less.	Recite the number names in order to 50 and beyond.	Recite the number names in order to 100. I know number bonds up to 10. I know number bonds up to 20.	I know number bonds for all numbers up to 20. Count in 50s and 100s.	I know number bonds to 100. Count in 25s and 1000s.
Autumn 2	Recite the number names in order 5. Touch count to 5.	Recognise quantities, without counting up to 5 (subitise).	I can add 0 or 1 to number. I can add 2 to a number.	I know doubles and halves of numbers to 20. I know near doubles to 10. I can use bridging and compensation for addition to 10+10.	Count in 3s. I know the multiplication and division facts for the 3 times table (up to 12 x 3).	Count in 6s. I know the multiplication and division facts for the 6 times table (up to 12 x 6).
Spring 1	Use the language: before, after, next.	I can say 1 more than a given number up to 10.	I know number bonds to 10. I know odd and even numbers to 20.	Count in 2s. I know the multiplication and division facts for the 2 times table (up to 12 x 2).	Count in 4s. I know the multiplication and division facts for the 4 times table (up to 12 x 4).	Count in 9s and 11s. I know the multiplication and division facts for the 9 and 11 times tables (up to 12 x 9 and 12 x 11).
Spring 2	Sort objects and say which group is more/less. Name simple shapes.	Partition numbers to 5 into 2 groups.	Count in 2s to 20. Count in 10s to 100. Count in 5s to 50.	Count in 5s and 10s. I know the multiplication and division facts for the 10 and 5 times table (up to 12 x 10 and 12 x 5).	Count in 8s. I know the multiplication and division facts for the 8 times table (up to 12 x 8).	Count in 7s and 12s. I know the multiplication and division facts for the 7 and 12 times table. (up to 12 x 7 and 12 x 12).
Summer 1	Recite number names to 10.	Recite number names in order to 20. Automatically recall doubles facts up to 5+5.	I can add 10 to a number.	Count in 3s to 36.	Count up and down in tenths. I can recognise decimal equivalents of tenths.	I can recognise decimal equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ tenths and hundredths.
Summer 2	Recite number names in order to 10.	Recall number bonds of numbers 0-10, including	I know doubles and halves of numbers to 10.	To begin to know the 3 times table (up to 10 x 3).	I can multiply and divide 1 digit numbers by 10.	I can multiply and divide 1 and 2-digit

		partitioning facts.	I know near doubles to 5.			numbers by 10 and 100.
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