

Mathematics at Stubbin Wood

We use White Rose Maths for our mathematics curriculum which provides a progression framework from Nursery to Year 14 based on the national curriculum programmes of study (PoS) and Development Matters. We have made adaptations to meet the needs and interests of our learning community.

What we cover in mathematics:

- Number
- Geometry
- Measurement
- Statistics

Building mathematical understanding

White Rose Maths is built on the Maths Mastery approach, which aims to develop a deep, long-term, and adaptable understanding of the subject rather than just memorising procedures. White Rose Maths maps out each child's learning journey through schemes of learning that develop key concepts, skills, and core knowledge. These schemes of learning are carefully ordered to build both substantive and declarative knowledge, and where possible, create meaningful links with other areas of learning. This approach enables children to apply and embed their mathematical understanding in new and real-life contexts.

The key concepts ('big ideas') covered within the mathematics curriculum are:



Processes



Creativity



Investigation



Comparison



Significance



Change

These are then linked to smaller concepts/aspects of mathematics:

- Addition & subtraction
- Algebra
- Length
- Mass, capacity and temperature
- Ratio
- Shape

- Area, perimeter & volume
- Fractions, decimals & percentages
- Geometry
- Multiplication & division
- Money
- Place Value
- Position and direction
- Statistics
- Time

Each smaller concept/aspect is then broken down further into the skill and core knowledge statements that form the subject progression framework.

Stage not age

We have tailored the White Rose Maths framework to the profile of our learners and whilst content is determined by subject leaders to enable our progression of knowledge and skills model, it is individual teacher's responsibility to determine the appropriate skill and knowledge statements for individual learners. We plan to learners' cognitive level of understanding rather than chronological age.