



In Royles Brook...

Impact

Evidence taken from:

- walkthroughs
- book looks
- pupil & staff voice
- assessments.

Children retain their knowledge across the curriculum.

Implementation

Children are given opportunities to apply their learning through problem-solving and across the curriculum.

Concrete, Pictorial, Abstract (CPA) approach within and across lessons.

Opportunities to work independently & collaboratively to solve problems.

Children apply their mathematical knowledge and skills within lessons, across the curriculum and in the real world.

Children can think mathematically to solve problems and communicate their thinking in a variety of ways: verbally; written sentences; and through workings out, notes and diagrams.

A spiralling curriculum (revisiting key concepts 3 times every year) to ensure children embed and develop their skills, knowledge and vocabulary.

All lessons are taught in single-aged groups.

Intent

Mathematics

We aim for children to develop curiosity and a love of learning for the subject. To give children the skills needed for mathematics in the real world and understanding of how mathematics relates to the real world. Educate children to have the confidence and skills to tackle mathematical problems and be able to apply this in other subjects and day-to-day si

Vocabulary

Children understand and can use within mathematics lessons and apply in the real

Geometry

Properties of Shapes
Position and

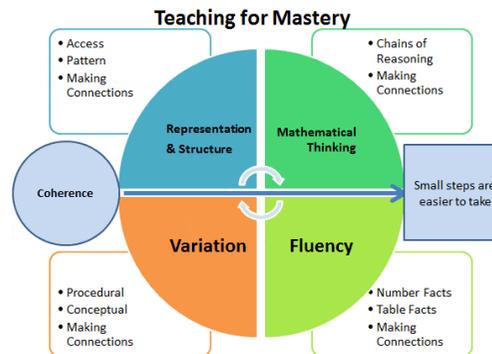
Number

Place Value

Addition and Subtraction
Multiplication and Division
Fractions (inc. decimals/percentages)

Statistics

Pictograms, Tally Charts, Block Diagrams, Tables, Bar Charts, Line Graphs, Pie



Measurement

Length
Mass/Weight
Capacity and
Volume
Time
Temperature

Measurement

Lengths and
Heights
Mass/Weight
Capacity and

Carefully sequenced lessons ensure learning and progression.

Children build upon prior learning of skills, knowledge and vocabulary within each year group.

Learning is showcased through a mixture of end of unit assessments and end of term assessments.

A consistent lesson structure forms all lessons from Reception to Year 6: Initial Problem, Guided Learning, Independent Learning, Deeper Learning.

Children can collaborate successfully with their peers to enable them to solve more complex problems than they would otherwise be able to do when working independently. Children see the benefit of team work and develop these skills as a result.