



Fordcombe Church of England Primary School– Maths Long Term Plan

Curriculum Intent

At Fordcombe Primary School, we aim for all pupils to develop a genuine enjoyment of mathematics and a secure foundation of skills, knowledge and understanding that will enable them to use maths confidently in a wide range of real-life contexts. Our curriculum is designed to deliver the aims of the National Curriculum through the **White Rose Maths** framework, ensuring a clear focus on **fluency, reasoning and problem solving**. We adopt a **mastery approach**, where learning is carefully sequenced in small, connected steps to build deep conceptual understanding.

Mathematics is taught through whole-class interactive lessons, allowing all pupils to move through the curriculum together while ensuring appropriate support and challenge. Children are given regular opportunities to practise, apply and explain their mathematical thinking, enabling them to make connections, deepen understanding and develop independence as mathematicians.

Matthew 5: 14-15

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

In our school, our vision is lived out through our maths curriculum by enabling every child to let their light shine as a confident, reflective and creative mathematician. We encourage pupils to approach problem-solving with curiosity and perseverance, to support one another in their learning, and to celebrate the unique ways in which they use their God-given gifts to make sense of the world through mathematics.

How do you ensure consistent delivery across all key stages?

At Fordcombe Primary School, we teach the National Curriculum for mathematics using the **White Rose Maths mixed-year curriculum** to ensure clear progression and consistency across all classes. This scheme provides a carefully sequenced framework that supports teachers in planning coherent, small-step learning journeys which build on prior knowledge.

Teachers follow a shared structure for lesson delivery and use consistent models, representations and vocabulary to support pupils' understanding from Reception through to Year 6. Regular professional development, collaborative planning and moderation opportunities ensure a consistent and high-quality approach to maths teaching across all key stages.

How does the curriculum cater for disadvantaged, SEND and minority group students?

Our maths curriculum is fully inclusive and designed so that **every pupil can succeed**. Teaching follows a **concrete–pictorial–abstract approach**, making use of manipulatives, visual models and structured scaffolds to support conceptual understanding. Tasks are carefully adapted to meet pupils' individual needs, with additional support or challenge provided as required.

Teachers make effective use of **ongoing assessment for learning** to identify next steps and to adjust planning so all pupils make progress from their starting points. For some pupils, the curriculum is broken into smaller steps or adapted to consolidate key number concepts.

We use **Mathletics** to strengthen fluency and number confidence both in school and at home, alongside a range of practical activities, games and online resources to engage and motivate all learners.

How does the curriculum embed prior knowledge and aid long term retention of knowledge?

The White Rose Maths curriculum is carefully structured to promote **long-term understanding and retention** through a **mastery approach**. Concepts are introduced in small, connected steps, allowing pupils to build secure knowledge before moving on. Teachers revisit and build upon prior learning regularly through **spiral progression**, where key ideas are revisited and deepened over time. Lessons include **daily retrieval opportunities** to reinforce previously taught content, including flashbacks and review questions linked to earlier units.



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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception (Ash)	- Getting to know you - Match, sort and compare - Talk about 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	- Length, height and time - Building 9, 10 - Explore 3-D shapes	- To 20 and beyond - How many now? - Manipulate, compose and decompose	- Sharing and grouping - Visualise, build and map - Make connections - Consolidation
Year 1 & 2 (Beech)	<u>Number</u> - Place value within 20 - Addition and subtraction	<u>Number</u> - Place value within 100 <u>Geometry</u> - Shape	<u>Number</u> - Addition and subtraction within 100 - Multiplication and division	<u>Number</u> - Multiplication and division <u>Measurement</u> - Length and Height - Statistics	<u>Measurement</u> - Money <u>Number</u> - Fractions <u>Measurement</u> - Time	<u>Measurement</u> - Time - Mass, capacity and temperature <u>Geometry</u> - Position and direction
Year 3 & 4 (Elm)	<u>Number</u> - Place value - Addition and subtraction	<u>Number</u> - Addition and subtraction - Multiplication and division A <u>Measurement</u> - Area	<u>Number</u> - Multiplication and division B <u>Measurement</u> - Length and perimeter <u>Number</u> - Fractions A	<u>Number</u> - Fractions A <u>Measurement</u> - Mass and capacity <u>Number</u> - Fractions B	<u>Measurement</u> - Time <u>Number</u> - Decimals <u>Measurement</u> - Money	<u>Geometry</u> - Shape - Position and direction - Statistics
Year 5 & 6 (Oak)	<u>Number</u> - Place value - Addition and subtraction - Multiplication and division A	<u>Number</u> - Fractions - Multiplication and division B	<u>Number</u> - Multiplication and division B - Fractions B - Decimals A	<u>Measurement</u> - Area, perimeter and volume <u>Number</u> - Decimals B - Fractions, decimals and percentages	- Ratio - Algebra - Shape <u>Geometry</u> - Position and direction	<u>Geometry</u> - Position and direction - Statistics <u>Measurement</u> - Converting units