



Guidance for Maths curriculum

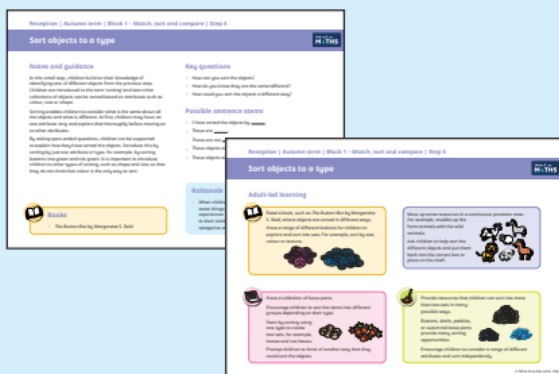
Reception

Reception guidance

The schemes cover the DfE statutory framework for the EYFS and Educational Programme for Mathematics and will support you to deliver a curriculum that embeds mathematical thinking and talk.

Our schemes support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum. Additionally, they allow for key mathematical concepts to be revisited and developed throughout the year.

The guidance has been divided into 18 blocks and provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking.



Teaching and learning

Our reception schemes support you in teaching the key aspects of the EYFS curriculum. The scheme supports specific teaching through small steps with adult-led activities and continuous provision. The focus is on building up the numbers slowly, so children gain a deep understanding of them and how they are composed. However, this does not mean children should not be counting and discussing larger numbers in routines such as lining up. It is also important that teachers are aware of, and children are supported in gaining an understanding of, the counting principles.

1. The one-to-one principle.
2. The stable-order principle.
3. The cardinal principle.
4. The abstraction principle.
5. The order-irrelevance principle.

These principles are covered in more detail on the following pages.

Year 1-6

Teaching for mastery

Our research-based schemes of learning are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum.

Putting number first

Our schemes have number at their heart. A significant amount of time is spent reinforcing number in order to build competency and ensure children can confidently access the rest of the curriculum.

Depth before breadth

Our easy-to-follow schemes support teachers to stay within the required key stage so that children acquire depth of knowledge in each topic. Opportunities to revisit previously learned skills are built into later blocks.

Working together

Children can progress through the schemes as a whole group, encouraging students of all abilities to support each other in their learning.

Fluency, reasoning and problem solving

Our schemes develop all three key areas of the National Curriculum, giving children the knowledge and skills they need to become confident mathematicians.

Concrete – Pictorial – Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete.

Visualising a problem in this way can help children to reason and to solve problems.



Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

If you have questions about this approach and would like to consider appropriate CPD, please visit whiteroseeducation.com to find a course that's right for you.