



TMPF – The Valley Primary School Maths Long Term Plan

At The Valley Primary School, we are committed to providing a varied and rich curriculum that will:

- Engage and enthuse pupils;
- Recognise all pupils as unique individuals;
- Foster a love of learning and create enquiring minds which are keen to question;
- Prepare pupils for future stages of learning and life;
- Provide first hand learning skills;
- Allow children to build resilience and become independent learners.

The curriculum is designed to recognise prior learning and to build on previous learning as well as teaching and developing the key skills of independent learners including resilience, determination and critical thinking skills. We provide enrichment opportunities to engage learners which include: outside visitors, educational visits and celebration days. Also, through celebrating learning and promoting life-long learning we aim to promote aspirations and ensure that the children recognise their place in their local community and Parish, the wider community and also as global citizens.

We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Implementation:

Our curriculum will be implemented using the following principles:

- Recognising and building on children's prior learning;
- Differentiation to ensure all pupils have access to the curriculum and appropriate challenge;
- Delivery of a sequence of lessons that build on skills and learning;
- Use of Assessment for Learning;
- Promotion of children's involvement in their own learning where the children are aware of what they are learning and why they are learning it;

- Quality questioning;
- Promotion of enquiry skills;
- Recognising the importance of progress both within lessons and across a sequence of lessons;
- Teach a range of techniques (outlined in the Maths Calculation Policy) and allow all children to access lessons;
- Use of high quality materials and resources;
- Engaging learning experiences which enthuse the children.

Impact

The impact of our curriculum will be continually reviewed and evaluated through:

- Learning walks;
- Book and planning scrutinies;
- Pupil voice;
- Staff feedback and discussion;
- Assessment information.

When assessing our curriculum, we will be evaluating:

- Have the children acquired the skills and the knowledge laid out in the curriculum and taught them?
- Is our implementation of the curriculum effective and does it reflect the agreed principles?
- Are the children acquiring and progressing in the skills that will enable them to be independent learners?
- Is our curriculum engaging and does it enthuse the pupils?
- Have we provided the children with memorable learning experiences?
- Are our pupils ready for the next stage in their education (i.e. year group or key stage)?

Class:	Class Two	Date:	2022-23
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Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Y3 – Number & Place Value Y4 – Number & Place Value	Y3 – Number – Addition & Subtraction Y4 – Number – Addition & Subtraction	Y3 – Geometry – Properties of Shapes Y4 – Geometry – Properties of Shapes	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Number – Fractions Y4 – Number – Fractions	Y3 – Measurement - Mass Y4 – Geometry – Position & Direction
Autumn 2	Y3 – Number – Addition & Subtraction Y4 – Number – Addition & Subtraction	Y3 – Number – Addition & Subtraction Y4 – Number – Decimals	Y3 – Geometry – Properties of Shapes Y4 – Measurement - Mass	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Measurement - Time Y4 – Measurement - Time
Spring 1	Y3 – Number & Place Value Y4 – Number & Place Value	Y3 – Number – Addition & Subtraction (Money) Y4 – Number – Addition & Subtraction	Y3 – Geometry – Properties of Shapes Y4 – Geometry – Properties of Shapes	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Number – Fractions Y4 – Number – Fractions	Y3 – Measurement – Length Y4 – Measurement – Length
Spring 2	Y3 – Number – Addition & Subtraction Y4 – Number – Addition & Subtraction	Y3 – Number – Addition & Subtraction (Money) Y4 – Number – Addition & Subtraction	Y3 – Statistics Y4 – Statistics	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Number – Fractions Y4 – Number – Decimals	Y3 – Measurement – Perimeter Y4 – Measurement – Perimeter & Area
Summer 1	Y3 – Number & Place Value Y4 – Number & Place Value	Y3 – Number – Addition & Subtraction Y4 – Number – Addition & Subtraction (Money)	Y3 – Geometry – Properties of Shapes Y4 – Geometry – Properties of Shapes	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Number – Fractions Y4 – Number – Fractions	Y3 – Measurement – Volume & Capacity Y4 – Measurement – Volume & Capacity
Summer 2	Y3 – Number – Addition & Subtraction (Money) Y4 – Number – Addition & Subtraction (Money)	Y3 – Number – Addition & Subtraction Y4 – Number - Decimals	Y3 – Measurement - Time Y4 – Geometry – Position & Direction	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Number – Multiplication & Division Y4 – Number – Multiplication & Division	Y3 – Statistics Y4 – Statistics