



Maths Curriculum

2025 - 26

Our Intent for Maths at Roundhill Primary School

At Roundhill, we believe that mathematics should be enjoyable, rewarding and challenging for all children. As such, we endeavour to deliver learning in mathematics which engages the curiosity of all our learners. To achieve this, we adopt an approach towards Mathematics which deepens learning and results in the acquisition of knowledge and skills.

Whilst our curriculum is mapped by the **White Rose Maths Hub scheme of work**, we endeavour to use a range of resources to ensure that the children are exposed to a variety of question types.

All children are exposed to concrete, pictorial, and abstract representations to support a deeper understanding of mathematical concepts. This leads to confidence in all our learners, especially in areas of problem solving and reasoning. Enhancing the oracy skills of our learners through the modelling, rehearsal and application of structural language is another essential aspect of maths lessons, and enables pupils to explain their mathematical thinking.

Implementation

Lessons begin with the teacher modelling the key learning, encouraging the children to join relevant discussions and using structural language to support their understanding of new skills. Hinge questions are used to check pupil understanding and to inform in-lesson support to help children gain confidence in new learning. Children then start their independent work in the form of TAD tasks (Try it, Apply it and Deepen it).

Try it	Apply it	Deepen it
Fluency This is where the children get to practise the skill/new method on its own. The questions should be short and simple and should only involve using the skill in its basic form to work out the answer. Concrete resources should be available for children of all abilities. Encourage children of all ages to use manipulatives. Children should not move onto the apply it if they haven't grasped the skill. However, if they can do it with support, it is good to expose them to some reasoning/problem solving.	Application This is where the skill can be applied to other problems. Some examples: • True or false • Always, sometimes, or never • Word problems • Two-step/multi-step problems • Matching up • Odd one out If you know that a child is confident with the skill being taught that lesson, they can start on apply it to ensure that they get a chance to try the deepen it/ challenge questions.	Problem solving and reasoning With deepen it tasks, the main aim is to get children explaining or justifying their answers. They should solve the calculation/answer the problem as normal but also be encouraged to explain how they got their answer. Some phrases that I would put at the end of each question: • Explain your answer • Explain their mistake • Explain how you know • Explain your working • Justify your answer • Prove it • Prove it and give an example These questions encourage deeper thinking and require a good understanding of the skill being taught.

To ensure that our children are able to access all learning, we use a Basic Number Fluency assessment to assess their recall of facts from previous years. The children take the test three times throughout the year so that teachers can monitor progress. These assessments also inform our 'Fluency 5' part of our lessons in which children review one of the facts that they were not as confident in. KS1 children take part in a daily 'Number Sense' fluency session to support their understanding of number. Number Sense Maths resources are also used throughout KS2 to support those in need of further fluency practice. KS2 follow the Number Sense Times Tables scheme to support all children in retaining the times tables facts. This scheme also supports year 4s as they prepare for the statutory multiplication check.

At Roundhill, we aim to illuminate the relevance of Maths and how it underpins daily life by developing pupils' individual grasp of key facts and mental flexibility when working with numbers, whilst ensuring that all children can approach the subject with a sense of awe and enjoyment. Our intent in developing Maths at Roundhill in this way is designed to enable our learners to meet the aims of the National Curriculum in Maths, namely:

To ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Maths Curriculum – Unit Overview 2025-26

White Rose - Reception

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	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
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10			Explore 3-D shapes	
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map			Make connections	Consolidation

White Rose – Year 1

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation

White Rose – Year 2

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction				Geometry Shape			
Spring	Measurement Money	Number Multiplication and division						Measurement Length and height	Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time			Statistics		Geometry Position and direction	Consolidation		

White Rose – Year 3

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction				Number Multiplication and division A				
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions A			Measurement Mass and capacity			
Summer	Number Fractions B		Measurement Money		Measurement Time			Geometry Shape		Statistics		Consolidation

White Rose – Year 4

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A			
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction	

White Rose – Year 5

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction		Number Multiplication and division A			Number Fractions A			
Spring	Number Multiplication and division B			Number Fractions B		Number Decimals and percentages			Measurement Perimeter and area		Statistics	
Summer	Geometry Shape			Geometry Position and direction		Number Decimals			Number Negative numbers	Measurement Converting units		Measurement Volume

White Rose – Year 6

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition, subtraction, multiplication and division					Number Fractions A		Number Fractions B		Measurement Converting units
Spring	Ratio		Algebra		Number Decimals		Number Fractions, decimals and percentages		Measurement Area, perimeter and volume		Statistics	
Summer	Geometry Shape		Geometry Position and direction		Themed projects, consolidation and problem solving							