BOSCO BEAR'S JOURNEY

# MATHS

ST. JOHN BOSCO
CARING FOR EACH OTHER
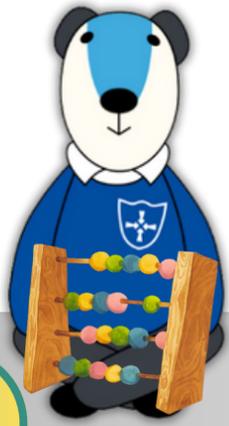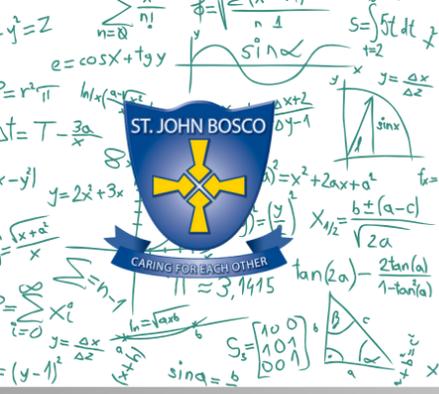
VOCATION STATION

- **Astronomer**
- **Chartered accountant**
- **Chartered certified accountant**
- **Data analyst**
- **Data scientist**
- **Investment analyst**
- **Research scientist (maths)**

EYFS

Our EYFS children will begin learning the basics of Maths:

- Counting.
- Understanding and using numbers.
- Calculating simple addition and subtraction problems. Describing shapes, spaces, and measure.

EYFS

C
Angle
b
B   A

1
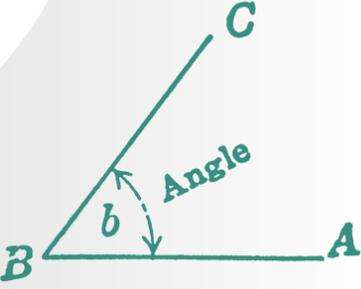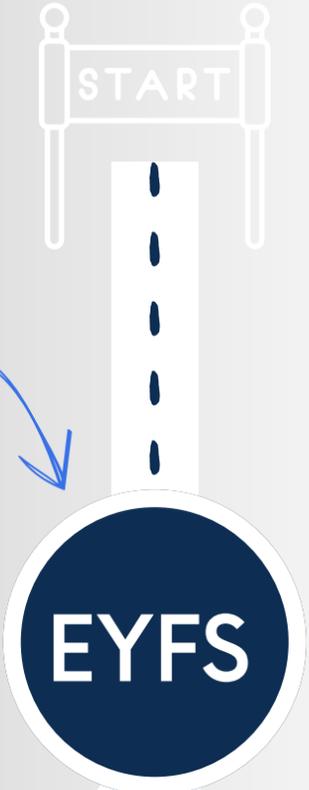
1 Pupils will develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools). At this stage pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary.

3

3 The principal focus of mathematics teaching in Year 3 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. Pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

100%

2

3

2 In Year 2, pupils follow the 'White Rose Maths' in combination with materials from NCETM. By the end of Year 2, pupils should know the number bonds to 100 and be precise in using and understanding place value. In Year 2 Number Sense is used to further support learners in developing fluency within number and is used to support pupils who are working below age related expectations.

4 By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling

4

0
1 2 3 +
4 5 6 −
7 8 9 ×
0 =

5

5 Year 5 aims to develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic and problems demanding efficient written and mental methods of calculation.

6

6 With their foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

OFF TO SECONDARY SCHOOL!

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