

Brownlow Fold Primary School

Mathematics Curriculum Conversation

2025 - 2026

Welcome



Mission Statement

Our mission is to improve educational outcomes for all pupils at Brownlow Fold and to ensure that pupils leave us well prepared academically, socially and emotionally for the next stage of their education.

At Brownlow Fold our aim is to:

- Provide a stimulating, child-centred curriculum which inspires pupils to learn.
- Promote challenge in a safe and nurturing environment.
- Develop pupils that are confident, resilient, self-assured learners with excellent attitudes to learning.
- Work collaboratively with all stakeholders (home / school /child / governors / community).
- Ensure that pupils are safe and feel safe at all times.
- Encourage curiosity, enthusiasm and independence.
- Engender within school a caring and sharing ethos where children, parents and staff feel welcome, valued and respected.
- Teach children to respect each other and themselves.

At Brownlow Fold we want our pupils to:

- Love the challenge of learning and develop resilience.
- Be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Thrive in lessons and regularly take up opportunities to learn.
- Recognise the difference between right and wrong.
- Discuss and debate issues in a considered way, showing respect for different ideas and points of view.
- To make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Make consistently high rates of progress in relation to their starting points.

To achieve all of the above we must engage with those in the school community and beyond, to build a learning community which supports achievement and attainment because:



Together we Fly



Brownlow Fold Early Years

The Curriculum

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems.

It is important that children know ***how*** to learn just as much as ***what*** to learn. They learn best by ***doing***.
They need first-hand experiences and learning that makes sense to them. In fact, they learn best through ***play***.

Year One End of Year Expectations

Year 1 Maths			
Year 1 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Read and write numbers from 1 to 20 in numerals and words.	Sufficient evidence shows the ability to: - Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. - Represent and use number bonds and related subtraction facts within 20. - Add and subtract one-digit and two-digit numbers to 20, including 0. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	Sufficient evidence shows the ability to: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Sufficient evidence shows the ability to - Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. - Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
Year 1 Geometry and Measures			
Measures	Geometry – Properties of Shape	Geometry – Position and Movement	
Sufficient evidence shows the ability to: - Compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] - Measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] . - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Sufficient evidence shows the ability to: - Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Sufficient evidence shows the ability to: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	

White Rose Maths scheme of work

- During daily maths lessons, KS2 classes complete a metacognition starter which gives them an opportunity to retrieve knowledge previously learnt and apply it to a new question.
- All classes complete a starter within the white rose lesson that introduces the focus of that lesson with some quick fire questions.
- Following this, class teachers then deliver their input on the lesson focus, children are asked questions throughout, they may discuss in pairs or answer on whiteboards to share for example.
- Finally, children complete work within their independent work books (see examples for KS1 and KS2).

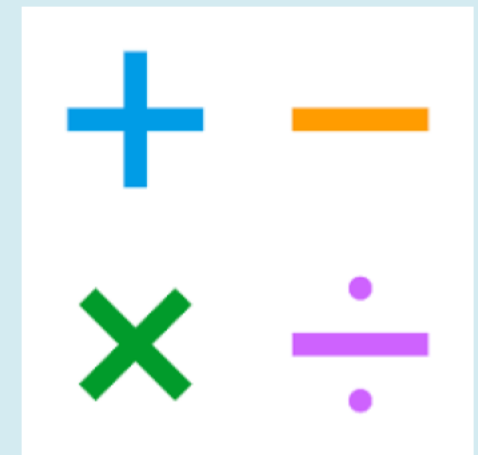


Book layout

- At Brownlow Fold, children are expected to show their best presentation within all subjects. In maths, pupils have a learning focus sheet at the start of each unit, outlining the objectives that children will work towards within each lesson.
- Children are expected to write the short date and the learning focus for that day, then complete the starter activities provided.
- When completing work in their maths books, pupils are expected to use one square for each digit they are writing.
- An end of unit check is used to complete a unit of learning, giving an opportunity for children to demonstrate the knowledge and skills they have gained within the unit.

Weekly arithmetic lesson

- Each week, classes complete one stand –alone arithmetic lesson that focuses on one of the areas of mathematics for that year group, for example multiplication or fractions.
- This is an opportunity for children to improve their proficiency and fluency within that specific domain and work towards mastery.
- These lessons may be completed on paper and stuck into the children's maths books, or they may be done on the iPads using LBQ.



Assessment within mathematics

- Each year, classes complete three formative mathematics assessments, in line with our assessment cycles.
- In addition to this, summative assessments takes place within the classroom through the use of plenary tasks and end of unit checks.
- Both formative and summative assessments contribute to targets given to pupils within mathematics and will support with allocating pupils to intervention groups.

Y4 Multiplication check

- Pupils in year 4 complete the statutory multiplication check in June.
- Daily times tables practice is conducted within the classroom to support pupils with their times tables recall.
- TT Rockstars is another useful tool that can be used to support pupils, as they answer questions under time pressure, similar to what they see during the multiplication check.



Home learning

- Children may be asked to complete additional mathematics work as part of their weekly homework, at the discretion of the class teacher.
- To continue to support mathematics proficiency at home, there are some free websites that have engaging maths games that children can play, such as cool maths games. Purple mash also has some mathematics content.
- To support younger children (EYFS and Y1) with their maths learning at home you could play counting games or board games such as snakes and ladders to support counting out loud.