## Wave Trust Maths Curriculum



The White Rose scheme covers all aspects of the national curriculum and is sequenced so that topics that rely upon other areas of maths are taught first, it is also structured so that the same topic is not always at the end of the year to minimise the chance of a topic not being

covered. It has been designed by experts to develop conceptual understanding through the use concrete, pictorial and abstract representations. The schemes of work also support the development of reasoning and problem solving as well as fluency. The small steps approach which are sequenced in order of difficulty allows all pupils to learn at their own pace whilst still achieving high standards. This approach is particularly useful with mixed ability classes and enables our teachers to adapt the curriculum based on the pupil's prerequisite knowledge. Key concepts are interleaved throughout the curriculum to ensure the long-term retention of knowledge. We use the White Rose <u>Calculations Policies</u> to ensure a consistent approach that promotes progression in the teaching of calculations at KS1 and KS2.

The majority of our classes in our behaviour APA primary settings are structured as: Keys Stage 1 Lower Key Stage 2 Upper Key Stage 2 At times, the above make up of classes, or in a 2 Teacher primary setting, this may vary.



		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			
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## Key Stage 3

KS3 have 4-5 lessons a week and follow a scheme of work which is an amalgamation of the White Rose schemes for years 7/8/9. This ensures all aspects of the National Curriculum are covered and enables for differentiation in mixed ability and mixed year

they will learn how to use a protractor before being asked to construct a pie chart or how to convert between fractions, decimals, and percentages before talking probability. Each lesson begins with a starter which has been written to address gaps in knowledge and as part of a retrieval curriculum. The starters cover the current topic, one from 2 weeks prior and another from 4 weeks prior. However, with some KS3 students who have low levels of numeracy their starters may focus on a helping them to master a fundamental skill that is necessary for their progression such as knowing their times tables. Once a topic tudu students will completive a problem solving or real-life based t<sup>r</sup> e<sup>\*</sup> pres in

## Key Stage 4

KS4 are following a scheme of work based on the AQA GCSE objectives. Each module is approximately 2 weeks in length and has been sequenced to build on prior knowledge. Every lesson begins with a Corbett maths 5 a day starter which is differentiated according to ability, but not in a way that limits attainment. Using these starters serves to address any gaps in knowledge and as part of retrieval process which aims to embed key mathematical concepts in pupils' long-term memory. The main part of the lesson will focus on the current topic and will build on skills developed in the previous lesson (except at the start of the module). Due to a wide range of abilities in classes the work is differentiated by the level of support offered to pupils rather than by outcome for all pupils following the same scheme of work. Both year 10 and year 11 follow a one-year scheme of work to ensure that if a pupil is reintegrated into mainstream at the start of year 10 or joins us at the start of year 11, they are not disadvantaged by not being taught the entirety of the curriculum. This does not mean that pupils staying with us repeat the same work. Pupils are taught in small groups, and the work is carefully planned to add breadth and depth. Problem solving tasks or exam style question are used on a regular basis to help pupil improve their mathematical reasoning and to interleave different mathematical areas together. Our curriculum is designed to be adaptive and based on the prerequisite knowledge of the pupils we teach.



At Wave we have a dynamic and comprehensive approach to assessment that fosters a deep understanding of mathematical concepts, promotes student growth and addresses gaps in students understanding. Our assessment strategies are designed to