

Wave Trust Maths Curriculum

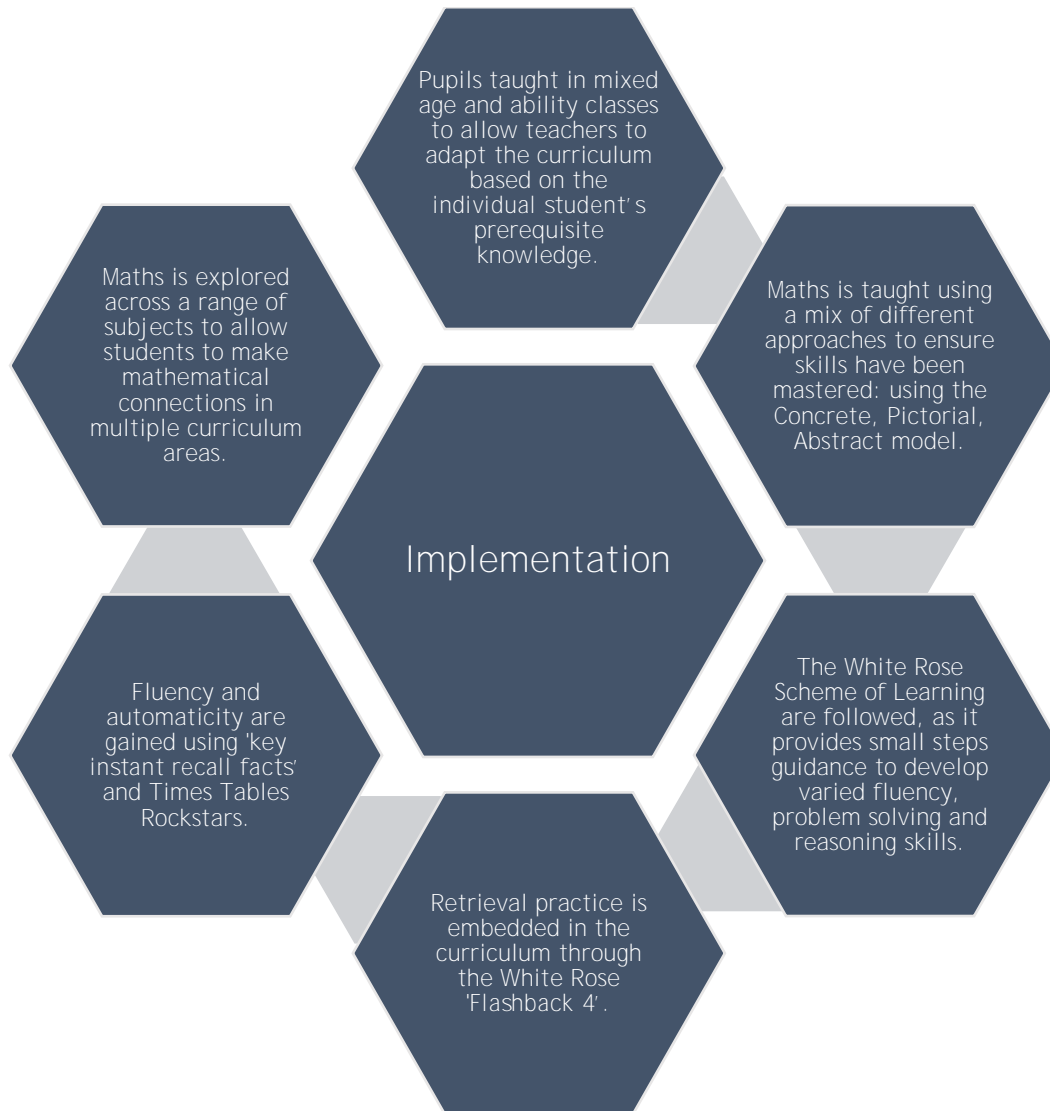
Our Trust curriculum, used in Primary and the Regional APA Solo Maths Leads, is underpinned by our WAVE values, which also serve as powerful and unique drivers for our curriculum:

We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. We believe every child can learn to read. In Maths, we aim to reengage pupils with Maths where needed, building a 'can do' approach and ensuring accurate assessment informs teaching.

We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness,

Primary Maths Curriculum

The intent of our mathematics curriculum is to be a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative, engaging whilst identifying gaps in learning and work on these with the pupils. Many pupils in an APA have missed lessons or not been emotionally able to engage in learning due to the challenging behaviours and additional needs. Pupils can have fundamental gaps in their mathematical understanding that are significantly affecting their confidence and ability to move forward. To identify strengths in understanding and ability, as much as it is important to work on what pupils can't do, we need to show them what they are capable of and CELEBRATE their successes. Building confidence and self-esteem is vital for the pupils in an APA in terms of longer-term engagement with learning. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems. For pupils to be able to apply their mathematical knowledge to a wide range of subjects and understand that it is essential to everyday life and necessary for financial literacy and most forms of employment. As our pupil's progress, our intention is for the pupils to have the ability to reason mathematically. This will help to support our pupils gain qualifications that are appropriate to their ability and potential. Ultimately our aim is to foster an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.



	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 Place Value and Multiplication			
Spring	NUMBER Division		NUMBER Place Value		MEASUREMENT Length and Weight	GEOMETRY Shape			NUMBER Fractions		MEASUREMENT Volume	
Summer	MEASUREMENT Length, Mass and Capacity				NUMBER Place Value	GEOMETRY Area and Perimeter	MEASUREMENT Time		MEASUREMENT Temperature		MEASUREMENT Speed, Volume, Capacity and Mass	

	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				
Spring	NUMBER Multiplication and Division		MEASUREMENT Length, Perimeter		NUMBER			MEASUREMENT/NUMBER		MEASUREMENT Volume		

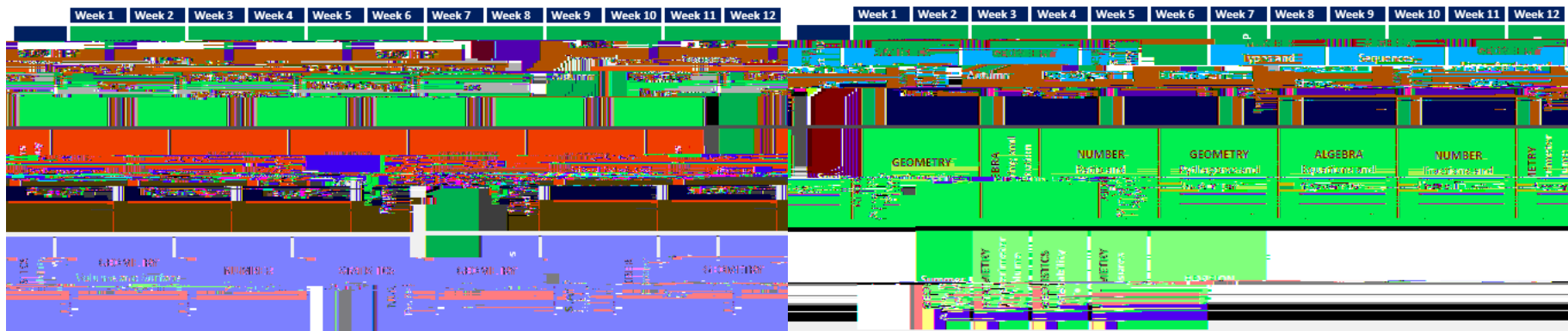
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Key Stage 3

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.



We have an active maths area on SharePoint where our teachers share resources and work collaboratively.

Subscriptions

White Rose Maths

Dr Frost Maths

All our School make use of the wealth of free maths resources that are available such as:

Corbett Maths

Maths Bot

NRich

Pixi Maths

Mr Barton Maths

Maths White Board

Starting Points Maths

NCTEM

White Rose termly assessments are used to track and evaluate pupil progress along with formative assessment opportunities in every lesson.

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 provide meaningful insights into students' progress while encouraging a positive and collaborative learning environment.

We use a range of assessment tools to check and monitor students' progress and understanding; from base line tests, diagnostic questioning, low stakes quizzes, end of topic assessments and mock exams. We strive to evaluate not only knowledge but also critical thinking, problem-solving skills, and application of mathematical concepts in real-world scenarios.

Our assessments are aligned with our curriculum, ensuring that each evaluation is purposeful and directly contributes to the development of key mathematical skills. This targeted approach allows us to track progress on a granular level and tailor instruction to meet individual student needs.

Real-time feedback is crucial for student success. We incorporate formative assessment strategies into our daily lessons, enabling teachers to gauge understanding, identify misconceptions, and adapt their teaching strategies promptly. This process ensures that students receive the support they need when they need it most.
