Holmesdale Infant School
Subject: Maths Overview

Intent:

At Holmesdale Infant School, our maths curriculum ensures all pupils build **secure mathematical foundations** through purposeful, engaging, and developmentally appropriate teaching from Nursery to Year 2. We follow a **mastery curriculum** underpinned by the Five Big Ideas: **Coherence, Representation & Structure, Mathematical Thinking, Fluency, and Variation**.

Our curriculum is:

- **Ambitious for all learners**, promoting depth before acceleration.
- **Language-rich**, enabling pupils to explain ideas, justify reasoning, and solve unfamiliar problems.
- **Conceptually connected**, so pupils recognise patterns, relationships, and mathematical structure.
- **Inclusive by design**, ensuring SEND and EAL pupils access the same concepts at an appropriate depth through adaptive teaching, not ability-based content narrowing.
- **Broad and culturally meaningful**, embedding mathematics in real-life contexts and drawing on mathematical contributions and patterns from diverse cultures.

Our aim is for pupils to leave Year 2 as **curious, confident, resilient mathematicians** who can reason, calculate with fluency, and apply maths to meaningful contexts.

Holmesdale Maths Narrative

"We teach the concept to all, adapt/scaffold to need, retrieve to remember, reason to understand, and intervene early to keep every pupil on track without lowering expectation."

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Implementation:

Our mathematics curriculum is planned using the **National Curriculum** and **EYFS Framework**, ensuring clear progression from early mathematical exploration to confident, abstract reasoning. It is sequenced in **small, cumulative steps** across EYFS and KS1 to ensure secure conceptual progression. Key concepts are deliberately revisited to strengthen long-term retention and fluency.

Long-term and medium-term plans outline sequential skill development and revisit key concepts to build depth and fluency.

EYFS (Nursery & Reception)

- Staff plan mathematical experiences through **play, exploration and structured talk**, reflective of children's interests.
- **Continuous provision** includes manipulatives, counting resources, shape investigations and open-ended problem-solving indoors and outdoors.
- Adult-led learning uses:
  - **White Rose Maths (Shape, Space & Measure)**
  - **Mastering Number** (4× weekly)
  - **High-quality vocabulary modelling and home-language valuing** for EAL pupils.
- Number foundations incorporate:
  - Subitising to 3 → 4 → 6 (progressively)
  - Composition within 5 → 10
  - One more/one less and comparing sets through structured routines.

KS1 (Years 1 & 2)

Learning follows the **Concrete → Pictorial → Abstract (CPA)** progression in daily lessons. All pupils explore the **same mathematical concept**, with variation and scaffolding to deepen understanding.

The **Mastering Number** programme runs four times weekly in KS1 (in addition to maths lessons), securing fluency and flexibility with number facts

Daily Lesson Structure:

1. **Retrieval practice** (Flashback 4) to secure prior learning

Retrieval tasks and core activities incorporate purposeful variation, non-standard problems, and opportunities for multiple solution pathways to ensure deeper understanding and appropriate challenge for greater-depth learners. Greater-depth opportunities develop generalisation, multiple solution strategies, and pattern-spotting

2. **Explicit whole-class teaching**, introducing concepts through representations and reasoning
3. **Guided practice and independent tasks**, including non-standard problems and multiple solution pathways
   Reasoning and problem solving is embedded in every lesson and taught explicitly through verbal and written practice, supported by sentence stems, structured discussions, and opportunities to explain and justify thinking.
4. **High-quality mathematical talk**, using sentence stems to articulate thinking
5. **Same-day or next-day interventions**, driven by formative assessment to close gaps quickly

Implementation Features:

- Cumulative small steps across terms
- Frequent fluency routines
- Precise questioning and vocabulary for all pupils
- Range of representations, manipulatives, and reasoning structures
- Greater-Depth tasks focusing on generalisation, pattern-spotting and efficient strategies

Adaptive & Inclusive Practice

To ensure equitable access:

- Manipulatives (e.g., rekenreks, tens frames, counters, base ten) are **matched to need through diagnostic assessment**
- Vocabulary is **explicitly pre-taught** for SEND/EAL pupils
- Tasks use **scaffolds that support but do not cap**
- Staff **value children's home languages**, using dual-language counting and sentence stems
- A maths **growth-mindset culture** celebrates effort, reasoning, and learning from errors

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Maths leadership ensures consistency across year groups and alignment with school specific progression documents and calculation policies, as well as the **White Rose mastery programme**. Teachers use precise questioning, formative assessment, and feedback to guide instruction. Assessment identifies misconceptions promptly and informs same-day or next-day interventions to keep pupils on track.

What makes our maths curriculum effective?

1. Explicit reasoning structures
2. Daily retrieval and fluency
3. C-P-A **(concrete, pictorial, abstract)** progression
4. High-quality vocabulary teaching
5. Adaptive teaching examples
6. Mastering Number consistency
7. Data-driven interventions
8. Strong early foundations in EYFS

Impact:

Assessment is continuous and purposeful. In EYFS, practitioners observe and assess against **Development Matters** and the **Early Learning Goals**, using termly data to track progress and identify gaps. In KS1, formative assessment informs daily teaching, while summative assessments monitor long-term progress and attainment.

Our supportive ethos promotes a **growth mindset**, encouraging perseverance and collaboration. Targeted interventions, scaffolding, and adaptive teaching ensure all learners access the full curriculum and make sustained progress.

Outcomes show that pupils at Holmesdale consistently achieve above national averages at the end of KS1, with increasing numbers working at greater depth. Pupils leave KS1 as confident, enthusiastic mathematicians equipped with strong fluency, reasoning, and problem-solving skills

Evidence of Impact:

- **End of KS1 2024 outcomes exceeded national comparators**, particularly for pupils working at Greater Depth.
- Internal tracking shows **strong attainment in Reception, Year 1 & Year 2** with sustained progress in fluency and reasoning.
- Increasing numbers of pupils are accessing **greater-depth reasoning**, showing secure number composition and multiple strategy use.

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- Misconceptions are identified early through retrieval and in-lesson assessment and addressed with **rapid interventions**, ensuring pupils remain on track.

Maths impact is monitored through:

- Lesson-level assessment
- Verbal feedback
- Intervention responsiveness
- Termly pupil progress analysis
- Subject leader monitoring and pupil voice

By the end of Year 2, pupils demonstrate:

- Fluency with age-appropriate calculations
- Confidence in reasoning and explaining ideas
- Ability to solve unfamiliar and non-standard problems
- Understanding of structure, patterns and mathematical relationships
- Positive attitudes to maths, resilience, and conceptual security

Impact Outcomes: (see Appendix)

Impact is monitored regularly through pupil progress meetings, interventions and formative and summative assessments and data.

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Term	Nursery	Reception	Year 1	Year 2
Autumn 1	• Getting to know you counting rhymes • Subitising to 3 • Matching • Sorting	• Reviewing counting skills & number recognition • Counting songs • Baseline • 2D shape songs • Subitising to 3 • Counting, cardinality & ordinality – counting skills • Composition within 3 & 4 • Subitising to 4	**Number:** • Place Value (Within 10)	**Number:** • Place Value • Addition & Subtraction
Autumn 2	• Comparing amounts • Pattern • Comparing heights and length • 2D shape • Pattern • Comparing capacity	• WR - Comparing height, length & time • Comparison (more than) • Counting, cardinality & ordinality to 5 • Comparison of amounts to 5 • Composition recognising that a whole is made up of parts • WR – Circles & Triangles • WR – Shapes with 4 sides	**Number:** • Addition & Subtraction (within 10) **Geometry:** • Shape	**Number:** • Addition & Subtraction - Double digit addition/subtraction **Geometry:** • 2D & 3D shape **Statistics:** • Data Handling
Spring 1	• Representing 1 • Representing 2 • Representing 3 • Sorting 1, 2, 3 • Matching 1, 2, 3 • Comparing	• Composition of 3, 4 & 5 • WR – Talk about measures & patterns • Counting, cardinality & ordinality – match numerals to quantities within 10 • Subitising within 5 • Counting, cardinality & ordinality – one more • Composition – focus on 5	**Geometry:** • Shape **Number:** • Place value (within 20) **Number:** • Addition & subtraction (within 20)	**Measurement:** • Money **Number:** • Addition & Subtraction - Double digit addition & subtraction with exchange

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Spring 2	• 2D shapes • Positional language • Pattern • Weight • Representing 4 • Representing 5	• Composition – 6 & 7 as 5 and a bit • Composition – Comparing sets • Counting, cardinality & ordinality – ordering numbers • WR – Explore 3D shapes • Comparing Mass & capacity • Comparison – ordering of numbers to 8	**Number:** • Addition & subtraction (within 20) • Place Value (within 50) **Measurement:** • Mass & Volume • Length & Height	**Number:** • Division • Fractions **Measurement:** • Time
Summer 1	• Sorting 4 & 5 • Composition of 4 & 5 • Representing 6 • Representing 7	• Composition – focus on 7 • Composition – doubles • Composition – Sorting numbers – odds and evens • Cardinality, ordinality & counting - Counting larger sets • Subitising – to 6 • Composition – 5 and a bit	**Number:** • Multiplication & Division **Number:** • Fractions **Number:** • Place Value (within 100)	**Measurement:** • Length & Height • Weight & Capacity **Geometry:** • Position & Direction
Summer 2	• More than • Less than • One more/one less • 3D shapes • Number recognition • 1-5 • Cardinal principal	• Composition – of 10 • Comparison – Linked to ordinality. Play track games • Subitise - to 5 and introduce the rekenrek • Review & assess - Recall of number bonds to 5 - Composition of numbers to 10 - Comparison - Number patterns - Counting	**Number:** • Place Value (within 100) **Measurement:** • Money **Revision:** **Measurement:** • Time	Revision

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Cross Curricular Links	***Cross-curricular maths opportunities are mapped termly and reviewed during subject leader monitoring.*** • Measuring distances in geography. • Creating graphs and interpreting data in science. • Sequencing historical timelines. • Patterns in Art – symmetry in Islamic Art, Patterns in African fabrics.
Diversity and Cultural Capital	• May – National Numeracy Day **<u>Building Cultural Capital through Mathematics</u>** • **Making maths meaningful** through real-l-ife, relatable contexts — e.g. cooking, shopping, travel, time, money, and patterns in nature and art. • **Exploring the global nature of maths** — discussing how counting systems, shapes, and measurement are found across different cultures (e.g. patterns in African fabrics, symmetry in Islamic art, or Roman numerals in history). • **Highlighting mathematicians from diverse backgrounds**, showing children that maths is for everyone — for example: - Katherine Johnson (African-American NASA mathematician) - Ada Lovelace (first computer programmer) - Srinivasa Ramanujan (Indian mathematician) - Florence Nightingale (use of statistics in healthcare) • **Linking maths to stories, festivals, and cultural celebrations** — e.g. exploring shapes in Rangoli patterns, counting days for Ramadan, or using positional language for a Chinese New Year dragon dance. **Outdoor learning** – exploring shape, pattern, and measurement in the local environment or community.
Inclusion/Support	***Adaptive teaching includes targeted use of manipulatives (e.g., rekenreks for number sense), scaffolded models, and pre-teaching of key vocabulary to support both SEND and EAL learners in accessing and mastering core mathematical concepts.*** • Small steps (White Rose, Mastering Number) • Scaffolded learning • Follow the progression structure of **Concrete – Pictorial – Abstract (CPA)** to support learning • **Representation** – using inclusive resources and images (e.g. diverse families, cultural artefacts, foods, and buildings in counting or sorting activities). • **Language support** – valuing and using children's home languages alongside English for counting, comparison, or patterns. • **Adaptive teaching** – using manipulatives, visual aids, and peer learning to remove barriers for SEND and EAL learners. • **Growth mindset culture** – promoting perseverance, collaboration, and celebrating effort, ensuring all pupils feel capable and valued.

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Nursery Maths Annual Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Getting to know you counting rhymes			Subitising to 3	Matching	Sorting		Comparing amounts	Pattern	Comparing heights and length	2D Shape	Pattern	Comparing capacity
Spring	Representing 1	Representing 2	Representing 3	Sorting 1, 2, 3	Matching 1, 2, 3	Comparing	2D shapes	Positional language	Pattern	Weight	Representing 4	Representing 5	
Summer	Sorting 4 & 5	Composition of 4 & 5			Representing 6	Representing 7	More than	Less than	One more/one less	3D shapes	Number recognition 1-5 Cardinal principal		

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Reception Maths Annual Overview

Mastering Number and White Rose

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	HOME VISITS	Reviewing counting skills & number recognition	Counting songs Baseline	Baseline 2D shape songs	**Subitising** • Subitising within 3	**Counting, cardinality & ordinality** • Focus on counting skills	**Composition** • Focus on composition of 3 and 4 within 3 & 4	**Subitising** • Subitise within 4
	Week 9	**Week 10**	**Week 11**	**Week 12**	**Week 13**	**Week 14**	**Week 15**	
Autumn 2	**White Rose** **Length, Height & Time**	**Comparison** • Comparison of sets	**Counting, cardinality & ordinality** • Focus on the 'five-ness of 5'	**Comparison** • Comparison of amounts to 5	**Composition** • Explore the concept of 'whole' and 'part'	**White Rose** **Circles & triangle**	**White Rose** **Shapes with 4 sides**	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 1	**Composition** • Focus on the composition of 3, 4 and 5	**White Rose** **Talk about measures and patterns**	**Counting, cardinality & ordinality** • Match numerals to quantities within 10	**Subitising** • Subitise within 5	**Counting, cardinality & ordinality** • Counting – focus on ordinality and the 'staircase' pattern	**Composition** • Focus on 5
	Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Spring 2	**Composition** • Focus on 6 and 7 as '5 and a bit'	**Composition** • Compare sets and use language of comparison	**Counting, cardinality & ordinality** • 'Staircase'	**White Rose** **Explore 3D shapes**	**White Rose** **Comparing Mass & Capacity**	**Comparison** • Focus on ordering of numbers to 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Summer 1	**Composition** • Focus on 7	**Composition** • Doubles	**Composition** • Odd and even numbers	**Cardinality, ordinality & counting** • Counting – larger sets	**Subitising** • Subitising – to 6,	**Composition** • Composition – '5 and a bit'	
	Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
Summer 2	**Composition** • Composition - of 10	**Comparison**	**Subitising** • Subitise to 5	**Review & Assess**	**Review & Assess**	**Review & Assess**	**Review & Assess**

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Year 1 Maths Annual Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14/15
Autumn	**Number** Place Value (within 10)							**Number** Addition & Subtraction (within 10)					**Geometry** Shape	
Spring	**Number** Place value (within 20)			**Number** Addition & subtraction (within 20)			**Number** Place Value (within 50)		**Measurement** Mass and Volume Length and Height					
Summer	**Number** Multiplication and division			**Number** Fractions			**Geometry** Position & direction	**Number** Place Value (within 100)		**Measurement** Money	**Measurement** Time			

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Year 2 Maths Annual Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14/15
Autumn	**Number** Place Value				**Number** Addition & Subtraction				**Number** Double digit addition		**Geometry** 2D & 3D shape			**Statistics** Data handling
Spring	**Measurement** Money		**Number** Double digit addition and subtraction with exchange		**Number** Multiplication		**Number** Division		**Number** Fractions		**Measurement** Time			
Summer	**Measurement** Length & Height		**Measurement** Mass & Capacity	**Geometry** Position & Direction	**Revision**									

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Appendix 1

End of academic year 2023 - 2024

	School EXS	National EXS	School GDS	National GDS
Reception	94%	77%	4%	
Year 1	88%		26%	
Year 2	87%	2024: 71.8% estimated	28%	2024: 15.9% estimated

End of academic year 2024 - 2025

	School EXS	National EXS	School GDS	National GDS
Reception	97%	78%	N/A	N/A
Year 1	88%	N/A	23%	N/A
Year 2	86%	72.8% estimated	21%	16.7% estimated