INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible, and resilient members of the community.

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Subject	Relevant Curriculum Statements		Related Vocabulary
MATHEMATICS – Number – Addition and Subtraction	EYFS	"Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.."	More (T1) Less (T1) Double (T2)
	KS1	"Solve problems with addition and subtraction problems; recall addition and subtraction facts to 20; recall related facts to 100."	Subtract (T2) Add (T1) Place Value (T2)
	KS2	"Solve addition and subtraction multi-step problems, in contexts, deciding which operations and methods to use and why."	Operation (T2) Inverse (T2) Intervals (T3)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.

- ☐ **Respect**
- ✓ **Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- ☐ Democracy.
- ✓ The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ☐ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Through our approach to mathematics, children are encouraged to problem solve and apply their understanding to real life situations. Taking risks, and explaining understanding is integral to the whole class discussion of mathematics within every lesson. Children understand that they must listen and learn from each other, as well as working together to achieve more. We encourage our children to develop their fluency, recognition of number and problem solve. Children are encouraged to explain their reasoning with justifications.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

In each mathematics lesson, children will collaborate to solve problems together as well as independently, before presenting their understanding to the class in a variety of ways including discussion and representations. Children will produce pieces of work to record and demonstrate their understanding in their own words, using appropriate vocabulary and representations.

What sequence of activity and pedagogy will be undertaken?

EYFS: Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Year 1: Add and subtract one-digit and two-digit numbers to 20, including zero.
Year 2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
Year 3: Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Year 4: Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.
Year 5: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
Year 6: Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Mastery: Perform mental calculations; use their knowledge of the order of operations to carry out calculations involving the four operations

IMPACT

What knowledge will the children have embedded?

All children will have a secure understanding of addition and subtraction at the appropriate age level. They will be able to apply their understanding to solve problems, reflect on their understanding and explore new concepts.

What retention may be demonstrated?

Here are some example questions that may be used to assess children's understanding.
EYFS: "What do you need to add to 2, to get to 5?" "Can you find two numbers which equal 10?" "What is double 3?"
KS1: If you start on this number… how many would you count on to get to 20?" If 3 +7=10, what is 30+70?"
KS2: "How would you solve 345 + 232, with a written method?" "If a stadium holds 6000, but only 3780 tickets have been sold, how many empty seats are there?"