



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 – Multiplication and Division	EYFS	“Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.”
	KS1	“Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.”
	KS2	“Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.”
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’.		BRITISH VALUES <input type="checkbox"/> Democracy. <input checked="" type="checkbox"/> The rule of law. <input checked="" type="checkbox"/> Individual liberty. <input checked="" type="checkbox"/> Mutual respect. <input type="checkbox"/> 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: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Year 1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. Year 2: Calculate mathematical statements for multiplication and division and write them using \times , \div and equals ($=$) signs. Year 3: Write and calculate mathematical statements for multiplication and division, including for two-digit numbers times one-digit numbers. Year 4: Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Year 5: Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Year 6: Multiply and divide multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Mastery: Use their knowledge of the order of operations to carry out calculations involving the 4 operations.		
IMPACT		
What knowledge will the children have embedded?		
All children will have a secure understanding of multiplication and division 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 is double 3?” “Can you share these ___ objects between ___ people?” KS1: “Can you draw any array to represent ___?” “Can you write the inverse to that multiplication calculation?” KS2: “How would you solve this calculation using a written method?” “In which order would you solve this calculation?”		