



LYME MATH'S CURRICULUM IMPACT

Lyme Community Primary school

Introduction

The impact of our maths curriculum at Lyme is to:

- Build confident and resilient learners who are excited by maths, welcome a challenge and develop lifelong skills.
- Create opportunities to build on previous learning; using pre-learning assessments to ensure each and every child begins their learning in the right place for them.
- Ensure progression through The White Rose scheme of work to ensure it is consistent through all year groups from Nursery to Year 6.
- To understand the value of maths in everyday life

Ordering gingerbread men
from smallest to biggest.


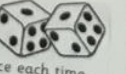


NURSERY



Reception



Dice Addition!  

Roll two dice and add them together. Write the number sentence each time.

$\begin{matrix} 5 \\ \hline 2 \end{matrix} + \begin{matrix} 2 \\ \hline 5 \end{matrix} = 7$

$5 + 4 = 9$

$2 + 6 = 8$



$000\phi\phi - 2 = 8$
 $\square\square\square\phi - 3 = 8$
 $\phi\phi$

$\Delta\Delta\Delta\Delta\phi\phi - 2 = 3$
 $\square\phi\phi\phi\phi - 4 = 1$
 $\text{flower}\text{flower}\text{flower}\text{flower}\text{flower}\text{flower} - 2 = 3$






initially, mike counted 5. Told to recheck.

33 55



I can represent numerals 1 - 5 and amounts to 5

Independently Guided Supported

1	2	3	4	5
				

Count in 2s

1 What are the numbers?

2, 4, 6, 8, 10

12, 14, 16, 18, 20

2 How many flowers are there?

There are 2 flowers in each vase.

There are 6 vases.

There are 12 flowers altogether.

3 Circle 14 socks.

2 Match the doubles to the additions.

Double 3	6 + 6
Double 6	7 + 7
Double 10	3 + 3
Double 7	10 + 10

3 a) Draw counters on the ten frames to double the number.

b) Complete the sentences.

8 + 8 = 16

Double 8 is 16

4 Sam uses base 10 to double 12

What is double 12? 24

5 Complete the sentences.

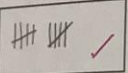
a) Double 11 is 22

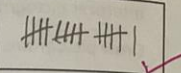
b) Double 20 is 40

c) Double 21 is 42

d) Double 15 is 30

YEAR 1




b) 10  ✓


d) 16  ✓

2 Here are some socks on a washing line.
The socks are spotty, stripy or plain.

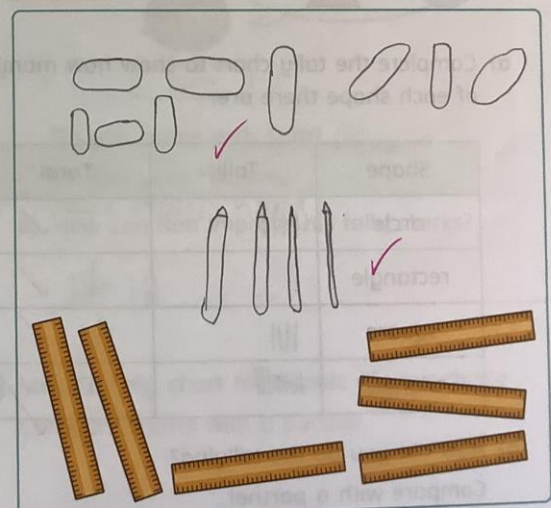





Complete the tally chart.

Sock	Tally
spotty	 ✓
stripy	 ✓
plain	

ruler	
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Draw the items.
The rulers have been drawn for you.



scissors		9
rubber		6
pen		

a) Do the totals match the tallies?
Circle your answer.

Yes No

b) Use cubes to make towers showing how many scissors, rubbers and pens there are.

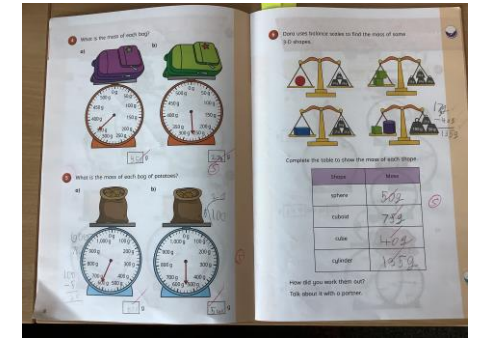
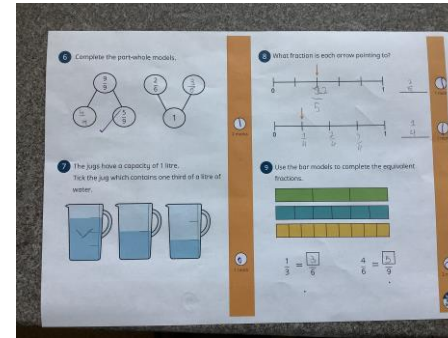
c) Colour the block diagram using the tally chart and your cubes to help.



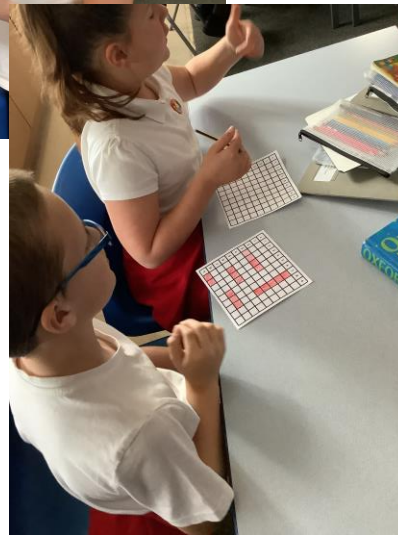
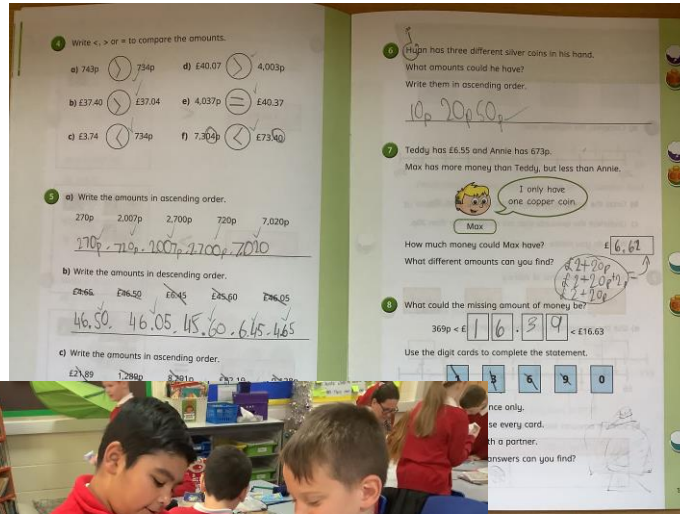
YEAR 2

Year 3

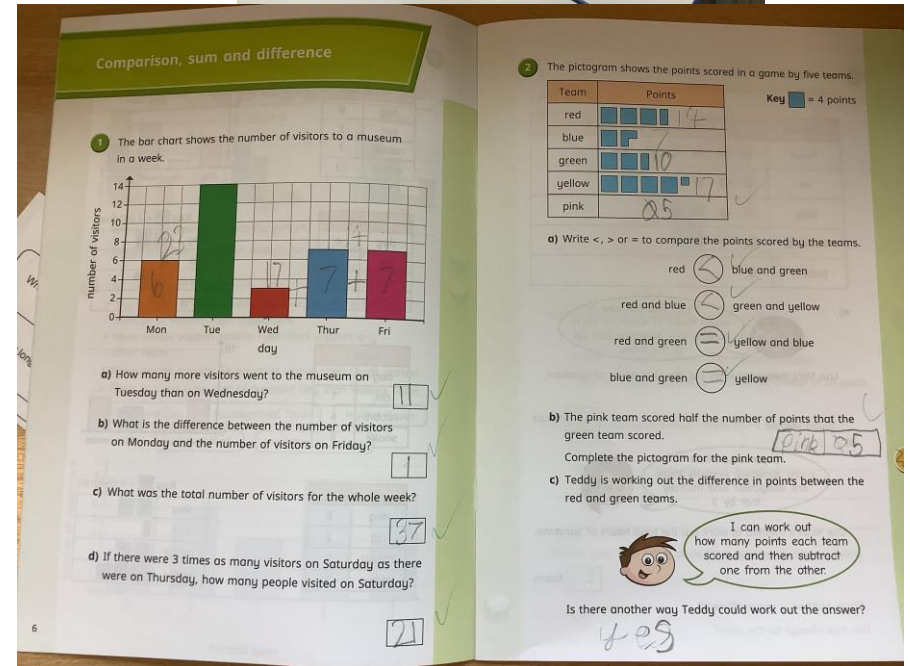
- All year groups use White Rose booklets to experience a variety of question types and ensure clear progression.
- Learning is differentiated to meet the needs of the children.



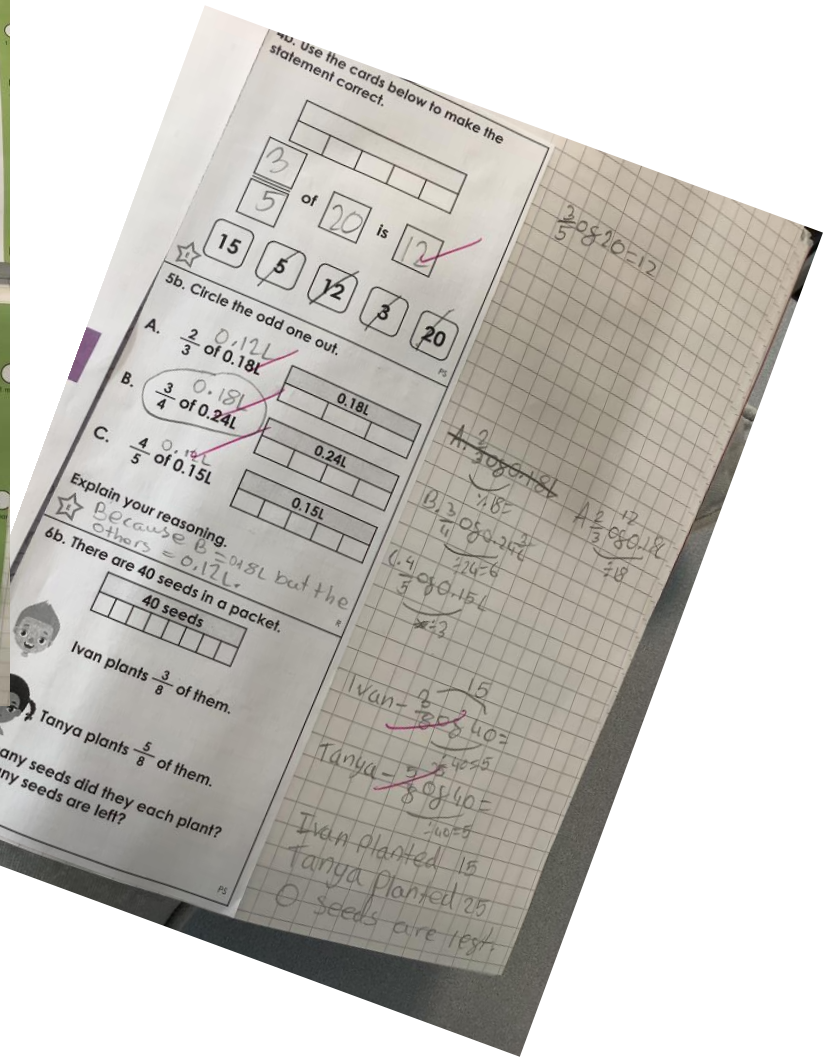
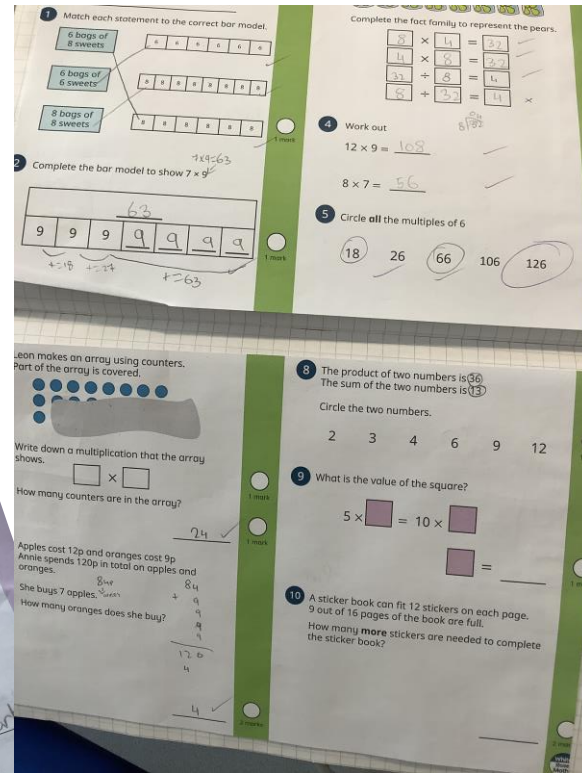
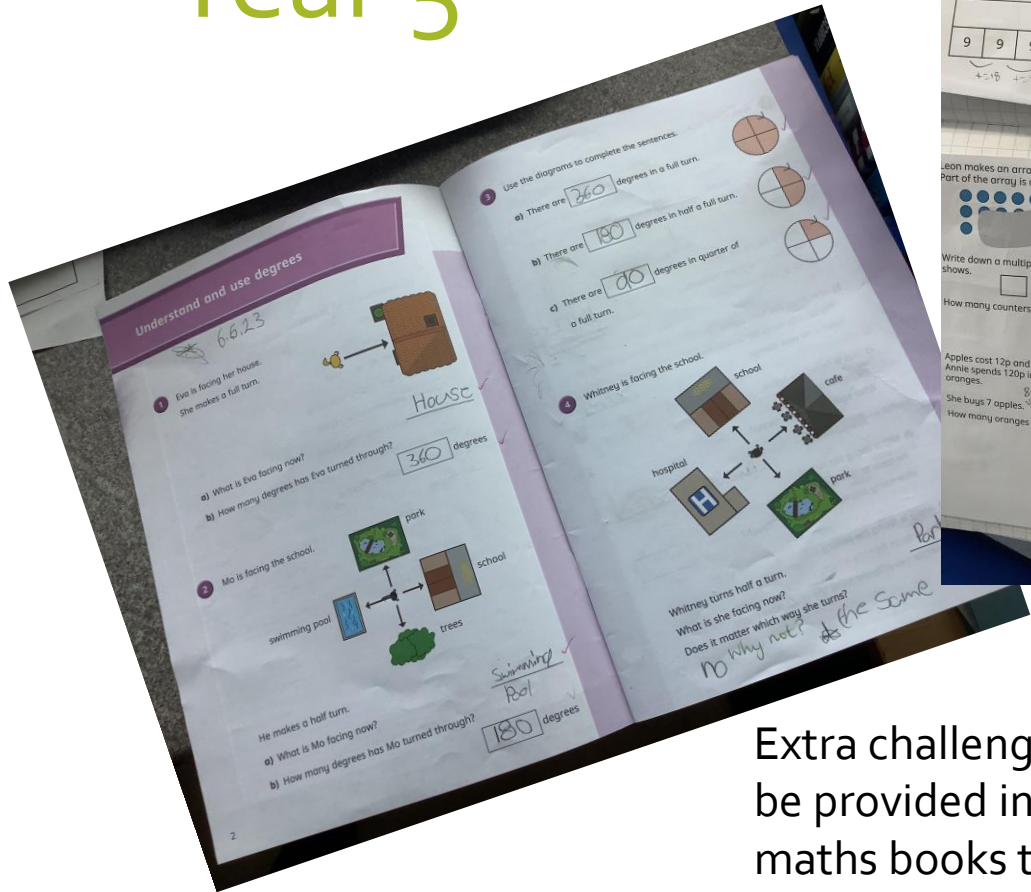
Year 4



Lots of opportunities through games and practical activities are provided to embed times table knowledge

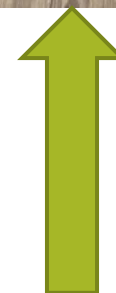
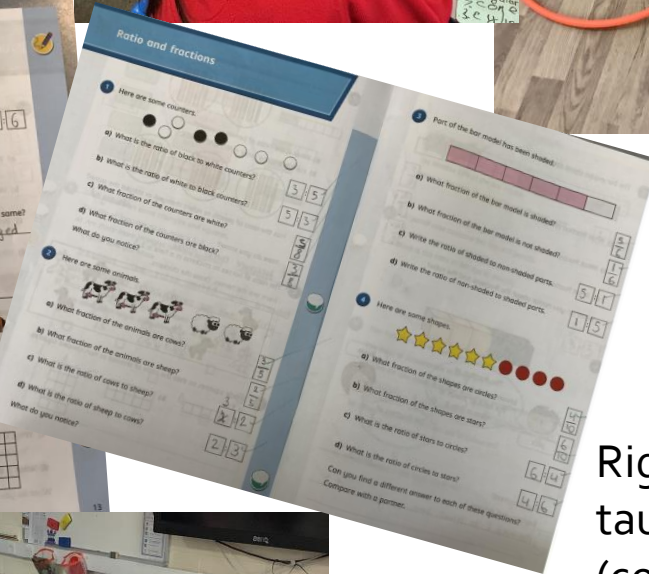
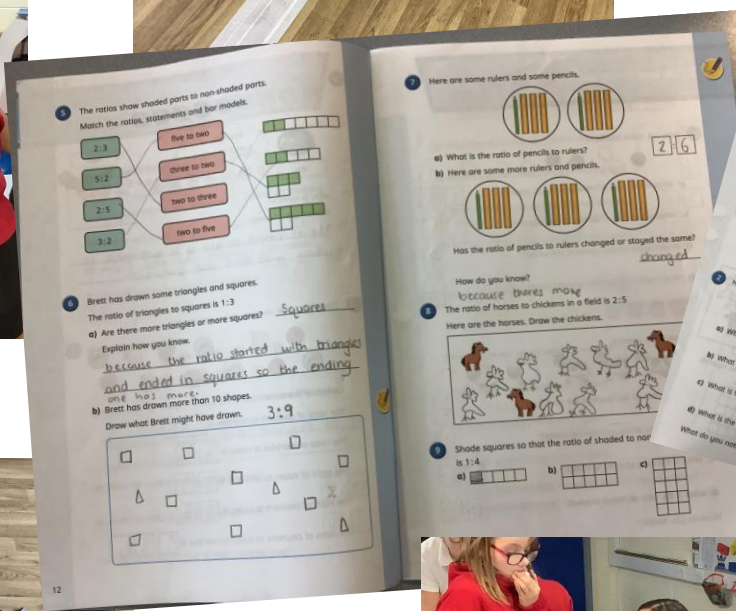
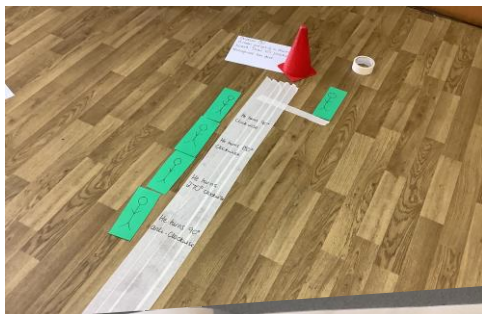


Year 5



Extra challenges can be provided in red maths books to deepen understanding.

Year 6



Right up to year 6 maths is taught through a CPD (concrete/ pictorial/ abstract approach) Revision activities for SATS are also delivered in this way.