

Unity Academy



Curriculum → Maths

Intent

At Unity we want all pupils to enjoy mathematics and engage with their learning so that their confidence develops and they feel that they are able to achieve.

In order to develop a conceptual understanding of mathematics, so that learners can feel success and learning 'sticks', Unity follows a Mastery approach, where the intent behind lessons is for pupils to explore and discuss through a more practical way of learning.

It is important to us that learning is accessible and matches pupils' individual needs, while sparking their curiosity so that they take a positive attitude into the next steps of their education. As the movement of pupils between classes can be fluid with a mixture of ages and abilities, the curriculum is taught focusing on maths steps rather than year groups.

Implementation

As pupil mobility within the school is high with some pupils on 6-12 week placements, while other pupils remain at the school longer, the curriculum has been designed to prioritise four fundamental areas of learning: place value, addition and subtraction, multiplication and division and fractions.

Pupils attending Unity have often had poor experiences within mathematics and have either missed learning or found the extent of their school's curriculum too difficult to access, so therefore our curriculum focuses on those skills pupils need to know the most. For this reason, place value is taught each half term and the other areas twice a year to ensure that any gaps in pupils' knowledge are taught and learning is consolidated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term Focus	Place Value	Place Value	Place Value	Place Value	Place Value	Place Value
	Addition & Subtraction	Multiplication & Division	Fractions	Addition & Subtraction	Multiplication & Division	Fractions

At the start of every new topic, pupils' prior knowledge is assessed using the White Rose resources and the teacher/subject lead decides where is most appropriate to begin the teaching and learning journey for that class. This may be a repetition of previous learning or new learning within the topic – whichever is most appropriate. The steps are based on the White Rose small steps (see Appendix 1).

Pupils at Unity will experience mathematics as a learning sequence that will include: retrieval of prior learning (Remember it), engaging hooks for new learning (Explore it), teachers modelling new learning (Teach it), varied fluency (Do it), misconceptions/non-examples (Fix it) and deeper thinking (Mix it up). This is often experienced in a variety of ways e.g. practically, on Seesaw or recorded in books and all aspects of lessons may contain fluency, reasoning and problem solving.

Impact

After each topic pupils should be more secure on the learning they have experienced and have improving attitudes towards mathematics as a subject. Pupil progress should also be demonstrated in pupils' readiness to continue their mathematics education elsewhere.

At Unity we assess pupils at the start and end of every topic using the White Rose assessments to monitor this progress and also track pupils individually with National Curriculum statements suited to their working ability.