

Alverton Rationale behind the Maths Curriculum Map

At Alverton, as opposed to many other schools, we use different planning approaches through the school.

We teach a purely Mastery approach in KS1 which changes to a spiral curriculum in KS2.

Why do we do this?

Firstly, this is a change more in the way the topics are taught throughout the year rather than a huge shift in teaching styles.

Lessons in KS1 and KS2 will look very similar in many respects.

Both will contain:

- A starter which requires children to recall previously learnt facts or skills
- A teaching segment.
- A segment of interactive or whiteboard work where the teacher gets the class to try out new concepts, methods or ideas.
- A period of independent work.
- Challenge throughout.

It is clear that the teaching sequence of Maths changes little from KS1 to KS2 so what does.

- 1) Rather than teaching a topic once for an extended period which is the Mastery approach, in KS2 we use a spiral approach so children will encounter a topic several times during a year each time with a new slant or increased challenge. This method which requires constant recall of information is far better at ensuring that children retain the learning.
- 2) We do not wait for the whole class to be able to do something, we do not need to as we will be returning to it later in the year, when often children discover that they can do it.
- 3) We do not always stay within the programme of study for the year group; where appropriate we challenge children with concepts from the years above.
- 4) We do not concentrate so much on varied fluency. The Year Six curriculum is huge and is plenty for most children to learn. If they can do a calculation one way, that is enough.
- 5) Mastery curriculum requires a unit to be taught until it is understood by all; in many cases this has led to schools not completing the programme of study. This does not happen at Alverton. There is enough time to finish the POS and revise it.