Changes to the Mathematics Curriculum

Allison Kemp

Sep 13-22:54

The 2014 national curriculum for mathematics has been designed to raise standards in maths, with the aim that the large majority of pupils will achieve mastery of the subject.

"By raising standards in basics such as reading, grammar, fractions and basic scientific concepts, children will be equipped to do more advanced work once they start secondary school."

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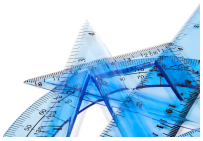
Broken down into:

- Number
  - Number and place value
  - Addition and subtraction
  - Multiplication and division
  - Fractions, decimals and percentages
- Measures
  - Measurement
- Geometry
  - Properties of shape
  - Position and direction
- Statistics



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What's OUT?	What is there LESS of?	What is there MORE of?	What's NEW?
A separate strand for using and applying mathematics	Less emphasis on estimation	More challenging objectives, especially in number	Roman numerals – 1 to 12 (I to XII) at Key Stage 1, up to 1000 (M) at Key Stage 2
Calculators	Less work on place value	Formal written methods introduced earlier	Times tables up to 12 × 12
Informal written methods of calculation	Less work on data handling (now called *statistics*), and none in Year 1	More work on fractions	Equivalence between metric and imperial measures
			Long division and algebra in Year 6

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Mathematics – UKS2

- No calculator skills included
- No probability included
- Data handling greatly reduced content
- Y5: Use decimals to 3dp, including problems
- Y5: Use standard multiplication & division methods
- Y5: Add/subtract fractions with same denominator
- Y5: Multiply fractions by whole numbers
- Y6: Long division
- Y6: Calculate decimal equivalent of fractions
- Y6: Use formula for area & volume of shapes
- Y6: Calculate area of triangles & parallelograms
- Y6: Introductory algebra & equation-solving

End of Year expectations

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End of KS2 Test - Year 6

Paper 1: Arithmetic (max. 40 marks, 30 mins)

Paper 2 and Paper 3: Mathematical fluency, solving problems and reasoning (max. 35 marks per paper, 40 mins per paper)

In 2019, 58 out of 110 marks (53%) were needed to achieve the expected standard and 95 out of 110 (86%) were needed to achieve greater depth.

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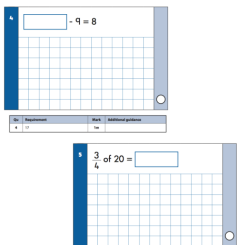

Arithmetic
KS1 Sample
Questions

NC Tests
2016

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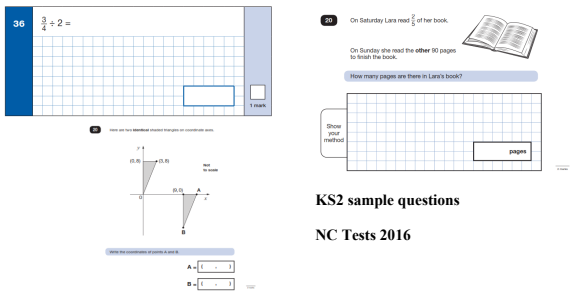

KS2 sample questions

NC Tests 2016

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Ready to progress

- The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. When to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.

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High Achievers
If your child is achieving well, rather than moving on to the following year group's work many schools will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

- Pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content.

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6 Write the missing digits to make the addition correct.

	1		1
+		1	
	9	0	0

1 mark

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Ben spent $\frac{2}{5}$ of his money on a CD. The CD cost £10. How much money did he have at first?'

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- Those pupils who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

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How can you help at home?

Be positive about maths!

Homework - Friday to Friday
Homework club

Calculations - practise four methods

Times tables (TTRockstars)

Time

Mymaths

www.supermathsworld.com **Login - 181oms**

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