

The New Maths Curriculum



Aims of the New Maths Curriculum

- The national curriculum for mathematics aims to ensure that all pupils:
- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Act it out – children to use given equipment to solve a problem	Draw a picture – use simple line drawings to visualise a situation	Find a pattern - spot similarities and patterns in number and shape	Create a list – understand that there can be multiple answers to a problem	Logical reasoning – decide on a starting point with support	Draw a table – write information into a table to spot a pattern
Year 4	Act it out – moving from one position to another /using amounts of money/measuring /concrete material	Find a pattern – create and continue a pattern/ continue and explore spatial patterns/ find a pattern in a table	Draw a picture – using a time/distance line to display information	Draw a table – create own table to record information	Working backwards – simple missing digit sums using the inverse operation	Logical reasoning – decide on a starting point and work methodically
Year 5	Draw a diagram – draw a diagram to scale/showing relationships between things	Logical reasoning – check the answer meets all of the criteria/develop a recording system to organise the information	Find a pattern – find a pattern and generate a rule	Guess and check – organise guesses in a table (systematically)	Find all possibilities – systematic method to ensure efficiency and no repetition – eg change only one variable or start with the smallest number	Working backwards- two operations or more
Year 6	Logical reasoning – use appropriate language eg ‘ If this...then this will change...’ and ask ‘What if...?’ questions	Working backwards – Word problem that needs to be represented algebraically	Use simpler numbers substitute smaller numbers into a problem with large numbers and spot patterns	Find a pattern - find a pattern, generate a rule, devise a formula	Find all possibilities- decide on the best way and explain thinking/ judging whether it was most effective	Create a tree diagram – pairing or connecting information using brackets

Main changes

There are earlier and more challenging requirements for multiplication tables, which have been increased to 12x12.

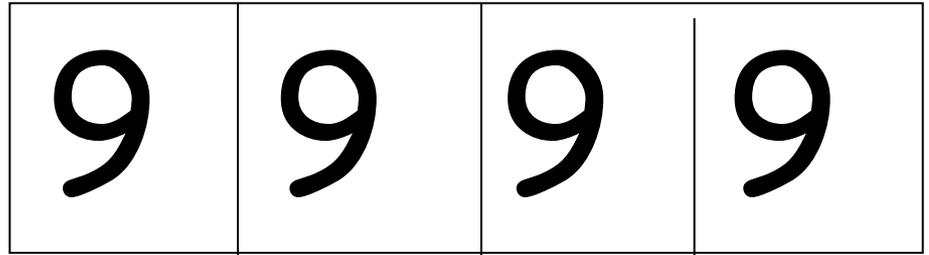
The curriculum has clear expectations around written methods in addition to mental methods.

There is an earlier and more challenging requirement for fractions and decimals.

The curriculum has a strong steer that the use of calculators should be restricted until the later years of primary.



$$\frac{1}{4} \text{ of } 36 = 9$$



$$\frac{3}{4} \text{ of } 36 = 27$$

Year 3

Year 4

0.03

0.13

0.33

0.34

0.03

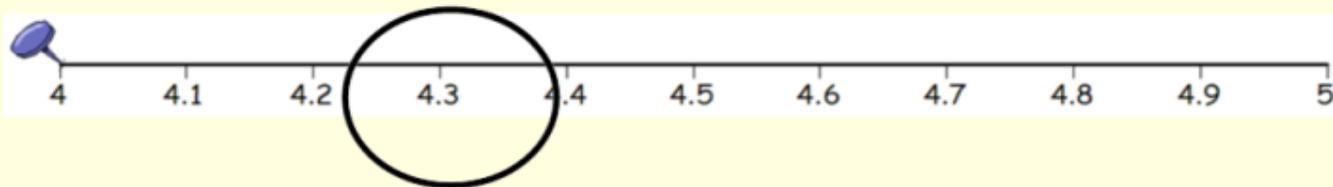
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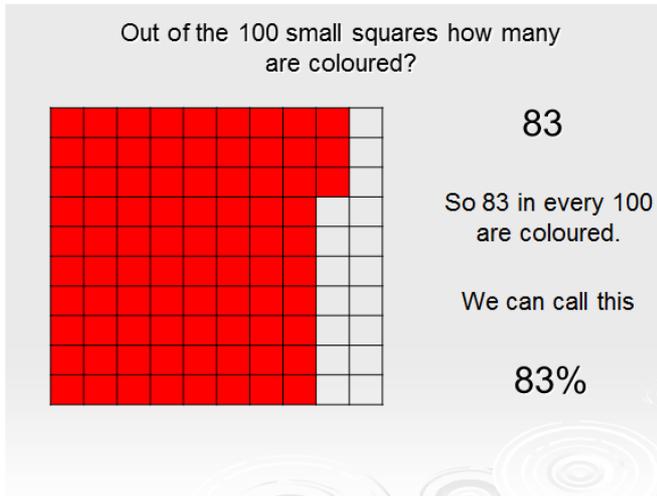
0.34

4.3

rounded to the nearest
whole number



Year 5



0.1

This is means $\frac{1}{10}$ which was equivalent to $\frac{10}{100}$

So, that's 10%

Year 6

- <https://learnzillion.com/lessons/88-simplify-fractions-using-the-greatest-common-factor>

Parents

The single most important thing you can do with your children requires no mathematical understanding at all...

Times Tables