St Margaret’s Catholic Voluntary Academy

Maths Curriculum Coverage 2026 to 2027 — Class 2 (Years 3 and 4)

White Rose Maths provides a coherent sequence of small steps. Pupils develop fluency, reasoning and problem solving through explicit teaching, purposeful practice, mathematical talk and carefully chosen representations.

Annual coverage

Planning pathway	Autumn term	Spring term	Summer term
Years 3/4 mixed-age	Place value; addition and subtraction; multiplication and division A; area.	Multiplication and division B; length and perimeter; fractions A; mass and capacity; fractions B.	Time; decimals; money; shape; position and direction; statistics.

Coverage and progression. Mixed-age pupils encounter a shared sequence, but questions, representations and outcomes are tailored to each year group. Teachers identify year-specific National Curriculum objectives and assess pupils against their own year-group expectations.

Core knowledge and skills

Number and calculation	Fractions and proportional thinking	Measurement, geometry and statistics	Working mathematically
Read, represent, compare and calculate with numbers appropriate to the year group; build secure mental and written strategies and recall key number facts.	Recognise parts and wholes, make equivalences and calculate with fractions; extend to decimals, percentages, ratio and proportion when appropriate.	Measure and compare; recognise properties and relationships; describe position and movement; collect, represent and interpret information.	Notice patterns, make connections, select methods, estimate, reason, justify and solve routine and non-routine problems.

Year-group entitlement

Every pupil receives full teaching of the relevant National Curriculum programme of study, with sufficient depth and practice before moving on.

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Teaching, assessment and inclusion

Lesson design	Representations	Mathematical language	Responsive assessment
Review prior learning; model the new small step; use guided and independent practice; check understanding; provide reasoning and problem-solving opportunities.	Use manipulatives, images, stem sentences and abstract notation deliberately. Remove scaffolds when understanding is secure, while retaining access where needed.	Teach vocabulary explicitly. Expect pupils to explain methods, compare approaches, justify conclusions and use complete mathematical sentences.	Use questioning, observation, work in books and White Rose assessments to identify secure learning, misconceptions and appropriate next steps.

IMPACT: keep up, not catch up

This class has a 30-minute IMPACT session after the one-hour Maths lesson. The teacher responds promptly to assessment, revisiting or pre-teaching a small step, addressing misconceptions and giving focused practice so pupils remain connected to current learning.

Inclusion and ambition for all

Access	Participation	SEND and additional needs	Depth
Break learning into manageable steps; reduce unnecessary language and recording demands; use concrete and visual support; check prerequisite knowledge.	Use flexible grouping, guided practice, precise questioning, rehearsal and supported mathematical talk so every pupil thinks and contributes.	Plan from individual barriers and provision. Pre-teach vocabulary and concepts where helpful, revisit cumulatively and provide accessible resources without lowering ambition.	Challenge through explanation, proof, generalisation, multiple representations and unfamiliar problems—not simply by moving pupils prematurely to new content.

Key vocabulary

place value • thousand • round • estimate • sum • difference • product • quotient • factor • multiple • array • numerator • denominator • equivalent • fraction • decimal • perimeter • area • mass • capacity • angle • parallel • perpendicular • coordinate • data

Intended impact

Pupils remember more, make connections and become confident, resilient mathematicians. They calculate accurately, communicate with increasing precision, choose efficient strategies and apply their knowledge to solve problems. Assessment shows progress towards the appropriate EYFS or National Curriculum expectations.

Curriculum basis: White Rose Maths mixed-age or single-age pathway, EYFS statutory framework and National Curriculum in England. Block timings may be adapted to term dates and pupils' needs.