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Mathematics Curriculum at Europa School U.K.

Our mathematics curriculum is firmly rooted in the National Curriculum and is underpinned by a mastery approach. We believe that all children can succeed in mathematics and both an automatic recall of basic facts, procedures and concepts is important as well as deep, secure understanding. Pupils are given the time they need to explore concepts thoroughly, make connections and develop confidence before moving on to new learning.

Central to our approach is the development of fluency. Children are supported to recall key facts rapidly and apply them accurately, enabling them to focus their thinking on problem-solving and reasoning. Alongside fluency, we place strong emphasis on conceptual understanding through the Concrete–Pictorial–Abstract (CPA) approach. Pupils first explore mathematical ideas using practical resources, then represent their thinking visually, before moving towards abstract symbols and formal methods. This structured progression enables children to develop a deep and lasting understanding of mathematical concepts.

Reasoning and problem-solving are embedded within daily lessons. Pupils are encouraged to explain their thinking, justify their answers and make connections across different areas of mathematics. Through rich discussion and carefully sequenced tasks, learners build resilience, independence and a secure grasp of mathematical language.

Mathematics is taught within our bilingual curriculum, with teachers working collaboratively across both languages to ensure clarity, consistency and high achievement. Key vocabulary and concepts are carefully planned and explicitly taught in both languages, enabling pupils to transfer their understanding confidently and accurately. This collaborative approach ensures that all pupils meet — and are supported to exceed — the expectations of the National Curriculum.

Opportunities for challenge and stretch will be incorporated into the curriculum in a variety of ways. For example, pupils will have opportunities to complete differentiating extension activities, open-ended investigations and mathematical challenges throughout the year.

Above all, we strive to foster a love of mathematics. Through engaging lessons, meaningful contexts and opportunities for exploration, pupils develop curiosity, enjoyment and a positive mathematical mindset that will support them throughout their education and beyond.



Aims

1. **To develop secure mastery of mathematical concepts**

Ensure all pupils achieve a connected and lasting understanding of the National Curriculum content through a mastery approach.

2. **To build fluency in fundamental skills**

Enable pupils to recall key facts accurately and efficiently, and to apply procedures confidently across a range of contexts.

3. **To promote conceptual understanding through the CPA approach**

Support pupils in moving from concrete experiences, to pictorial representations, and finally to abstract reasoning, securing depth of understanding at each stage.

4. **To develop confident problem-solvers and reasoners**

Encourage pupils to explain, justify, generalise and make connections within and across areas of mathematics.

5. **To foster enjoyment and a positive mathematical mindset**

Cultivate curiosity, resilience and confidence so that pupils view mathematics as engaging, meaningful and achievable.

6. **To ensure high achievement within a bilingual setting**

Deliver mathematics collaboratively across two languages, ensuring consistent terminology, clear conceptual understanding and equal access to the curriculum for all pupils.



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Objectives

- To teach mathematics in small, carefully sequenced steps that allow pupils to secure understanding before progressing.
- To provide regular opportunities for fluency practice, including arithmetic, times tables and key number facts.
- To use concrete resources and visual models systematically to deepen understanding.
- To explicitly teach and reinforce mathematical vocabulary in both languages.
- To embed reasoning and problem-solving within daily lessons.
- To encourage pupils to articulate their thinking clearly and accurately.
- To provide challenge through depth rather than acceleration.
- To assess understanding formatively and adapt teaching to meet pupils' needs.
- To ensure collaborative planning between bilingual teachers to maintain consistency and high standards.
- To create a classroom culture where mistakes are valued as part of learning and perseverance is celebrated.



Europa School UK

Bilingual Mathematics Provision

- Mathematics at our school is delivered through a fully bilingual model. Both the English Teacher and the Stream Language Teacher follow the Europa School curriculum and agreed scheme of work, taking equal responsibility for the children's progression in Mathematics.
- Both the English Teacher and the Stream Language Teacher ensure that all pupils access a coherent and harmonised Mathematics education aligned with the National Curriculum.
- Planning is collaborative and carefully coordinated. Teachers work closely together to ensure that mathematical concepts are introduced, developed and reinforced in both languages with clarity and precision. Lessons are sequenced to maintain consistency of models, representations and methods across both language streams, supporting pupils in transferring their understanding confidently between languages.
- Teaching resources provided for pupils will be in English in lessons taught by the English Teacher and in the Stream Language when taught by the Stream Language Teacher.
- Mathematical vocabulary is explicitly taught in both languages. Key terminology is carefully mapped to ensure conceptual equivalence, enabling pupils to articulate reasoning, explain methods and engage in mathematical discussion with accuracy and confidence. This dual-language exposure strengthens conceptual understanding rather than fragmenting it.
- Assessment practices are harmonised across both teachers. Ongoing formative assessment and summative checks are planned collaboratively to ensure shared expectations and consistent standards. Progress is reviewed jointly to identify next steps in learning and to ensure high achievement for all pupils.
- Support for pupils with special educational needs or additional learning needs is also coordinated across both language streams. Teachers collaborate to implement aligned strategies, scaffolding approaches and targeted interventions. This ensures that support is consistent, inclusive and effective regardless of the language of instruction.
- Through this collaborative bilingual model, pupils develop secure mathematical understanding, confidence in mathematical communication across two languages and strong reasoning skills.

The bilingual structure is not an addition to the mathematics curriculum; it is integral to it, enriching pupils' cognitive flexibility and deepening conceptual understanding.



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Primary Mathematics Long-Term Plan - Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The objective for EYFS is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. EYFS use the 6 areas of learning: Cardinality and counting; Comparison, Composition, Pattern, Shape & Space and measures throughout the year. Following progression in these areas and teaching through multilayered approaches.					
Y1	• Previous Reception experiences and counting within 100 • Comparison and ordering of objects, drawings and numbers up to 10 • Part Part Whole model and composition of numbers up to 10 Fluency sessions: Bonds to 10 Dates and days Skip counting	• Part Part whole model and composition of numbers up to 10 Cont'd • Addition and Subtraction strategies • Measures • Shape Fluency sessions: Bonds to 10 and corresponding single digit to teen number pairing to 20 Skip counting	• Number and place value up to 20 • Addition and Subtraction within 20 Fluency sessions: Position and Direction (with PE)	• Measures • Numbers up to 50 • Time Fluency sessions: Practical exploration of measures	• Place Value and Add & Subtract recap and extend to 50 • Concrete and Pictorial exploration of Multiplication and Division Fluency sessions: Bonds to 100 (multiples of ten). Time games	• Money - Concrete exploration • Calculations with Money • Measures Fluency sessions: Fractions in art Exploring language of half and quarter One of two equal parts One of four equal parts
Y2	• Number and Place Value up to 100 • Compare, order and patterning up to 100 • Fluently add and subtract within 10 • Calculations up to 20 Fluency Sessions: Days/Dates/Calendar Bonds (to 10, to 20, multiples of ten to 100) Composition and decomposition of numbers.	• Addition and subtraction strategies cont'd • Money • Measures • Statistics Fluency Sessions: Days/Dates/Calendar Bonds Composition and decomposition of numbers	• Introduction to multiplication • Introduction to division structures • Measures Fluency Sessions: Position and Direction Skip counting Times tables games	• Addition and Subtraction of two-digit numbers • Time • Exploration of fractions Fluency Sessions: Position and Direction Bonds to 100 (tens and ones) Money games	• Calculation recap and Word Problems • Geometry Fluency Sessions: Adding multiples of 10 Doubling and Halving	• Maths Investigations • Sense of measure Fluency Sessions: Statistics
Y3	• Place Value of numbers up to 1000 • Addition and Subtraction across tens • Compare, order and patterns of number up to 1000	• Addition and Subtraction strategies up to 1000 • Measures and scaling in measurement • Exploration of 2, 4 8 times tables Fluency sessions:	• Multiplication and Division • Exploration of 3, 6, 9 times tables • Money Fluency Sessions: count	• Add and subtract three-digit numbers • Inverse relationship and mental strategies of addition and subtraction • Geometry Fluency sessions: Times	• Inverse relationship of multiplication and Division • Fractions Fluency sessions: Times Tables	• Fractions Continued Fluency Sessions: Statistics



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	Fluency Session Multiples of ten to compose 100 part/part whole composition to ten using bonds to ten and corresponding bonds to 100.	Add and Subtract ones from any number within 1000 Add and subtract tens from any number within 1000 Add and subtract hundreds from any number within 1000	forwards and backwards in multiples of 2, 20, 5, 50 and 25 use knowledge of counting in multiples of 2, 20, 5, 50 and 25 to solve problems	Tables Time	Time	
Y4	• Number and Place Value upto 10 000 • Compare and order four digit numbers • Compose and decompose numbers • Rounding • Column addition and subtraction Fluency sessions: Times Tables Count in multiples of 6, 7, 9, 25 and 1,000 Find 10, 100, 1,000 more or less than a given number.	• Calculate efficiently by using knowledge of place value, addition and subtraction • use knowledge of 1,000 to solve problems • Times Tables • Perimeter Fluency sessions: Times Tables Add and subtract multiples of ten/Hundred Multiply / Divide by 10/100	• 3, 6, 9 tables recap • Multiplication and Division • Scaling in measures • Coordinates Fluency Sessions: Times tables Position and Direction	• Understanding multiplicative relationships • Fractions • Geometry Fluency Sessions: Times Tables Time	• Fractions • Statistics Fluency sessions: Symmetry, translation and rotation	• Decimals • Money Fluency sessions: Place Value revision
Y5	• Numbers to 1 million • Compare and order to one million • Rounding to nearest 10, 100 or 1000 • Negative numbers • Roman numerals • Addition and subtraction using formal methods Fluency sessions: Times Tables practice Adding and subtracting multiples of ten, hundred or thousand Mental calculations	• Addition and Subtraction cont'd • Multiplication and Division • Perimeter and Area • Measures: Volume Fluency Sessions: Multiplying and Dividing by powers of ten	• Multiplication and Division formal calculations • Fractions Fluency sessions: Mental calculation strategies Tables practice	• Fractions Cont'd • Decimals • Percentages • Measurement: Converting Units Fluency sessions: Investigations Further problem solving and reasoning practice	• Geometry: Shape • Geometry: Angles • Geometry: Position and Direction • Measurement: Converting Units continued Fluency sessions: Calculation revision Tables practice	• Geometry continued • Fractions, Decimals and Percentages continued • Statistics Fluency sessions: Statistics revision Coordinates



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Y6	• Multiplication and division using formal methods • Geometry: Angles • Numbers to ADDITION AND SUBTRACTION 10,000,000	• Position and direction • Geometry: 2D and 3D shapes • Fractions • Order of operations	• Statistics • Decimal place value system	• Algebra • Mean average • Percentages • Solving problems with measure including area, perimeter and volume	• Consolidation • Ratio and proportion • Calculating using knowledge of structures	• Statistics • Investigation: Working systematically
	Fluency sessions in Year 6 will be continuous recap and consolidation of Primary Maths Knowledge to ensure fluency, rapid recall, efficient methods, reasoning abilities and language of mathematics.					

Teachers may decide to change the order of the teaching units or aspects within the teaching units to better address their classes' needs whilst ensuring full coverage across the year.



PRIMARY MATHEMATICS PROGRESSION FRAMEWORK (YEARS 1–6)

The chart below shows how key knowledge is built up from the foundation in EYFS through to Year 6 and transition to the secondary school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PLACE VALUE	Count reliably to 20 and beyond, recognising that the last number represents the total. Compare and order numbers within 10 and explore how they can be composed and decomposed.	Count to and across 100, forwards and backwards, beginning with 0 or 1 Count in multiples of 2, 5 and 10 Count, read and write numbers to 100 in numerals and words Identify one more and one less Use objects and pictorial representations to represent numbers Compare numbers using $<$, $>$ and $=$	Count in steps of 2, 3 and 5 from 0 Recognise place value of each digit in a two-digit number Partition two-digit numbers into tens and ones Compare and order numbers to 100 Use $<$, $>$ and $=$ symbols Read and write numbers to at least 100 in numerals and words	Count from 0 in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number Recognise place value of each digit in a three-digit number Compare and order numbers up to 1000 Read and write numbers to 1000	Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Recognise place value in four-digit numbers Round numbers to the nearest 10, 100 or 1000 Order and compare numbers beyond 1000	Read, write, order and compare numbers to 1,000,000 Count forwards and backwards with positive and negative numbers Interpret negative numbers in context Round numbers within 1,000,000	Read, write, order and compare numbers to 10,000,000 Use negative numbers in context Round numbers to required degrees of accuracy Solve problems involving place value



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		Order numbers within 100					
ADDITION AND SUBTRACTION	Combine groups and find totals, and remove objects to find how many remain. Explore part-part-whole relationships and begin to recall simple number bonds within 10.	Read, write and interpret mathematical statements involving +, – and = Represent and use number bonds within 20 Add and subtract one-digit numbers Solve simple one-step problems	Recall addition and subtraction facts to 20 Add and subtract two-digit numbers Use column methods where appropriate Solve problems using concrete and pictorial representations	Add and subtract numbers mentally (including 3-digit numbers) Add and subtract using formal written column methods Estimate answers and check using inverse operations	Add and subtract numbers with up to 4 digits using column methods Estimate and use inverse to check answers Solve two-step problems	Add and subtract whole numbers with more than 4 digits Add and subtract numbers with up to 3 decimal places Use rounding to check answers	Perform multi-step calculations Solve problems involving all four operations Use estimation to determine levels of accuracy
MULTIPLICATION AND DIVISION	Explore grouping objects into sets through practical activities. Share objects equally between small groups.	Solve one-step problems involving multiplication and division using concrete materials Count in multiples of 2, 5 and 10	Recall multiplication and division facts for 2, 5 and 10 Calculate mathematical statements using multiplication and division symbols	Recall multiplication and division facts for 3, 4 and 8 Multiply and divide two-digit numbers by one-digit numbers	Recall all multiplication facts to 12×12 Multiply two-digit by one-digit numbers Use efficient written methods	Multiply up to 4 digits by one- or two-digit numbers Divide numbers up to 4 digits Identify factors, multiples, primes	Multiply multi-digit numbers Divide using formal written methods Solve problems involving fractions and ratio



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				Use formal written methods			
FRACTIONS, DECIMALS AND PERCENTAGES	Share objects into two equal parts. Begin to understand and use the concept of a half.	Recognise and find one half and one quarter	Recognise $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ Write simple fractions	Count up and down in tenths Add and subtract fractions with the same denominator	Recognise and show equivalent fractions Add and subtract fractions with the same denominator Recognise decimal equivalents	Compare and order fractions Add and subtract fractions with different denominators Understand percentages	Use common factors to simplify fractions Add, subtract, multiply and divide fractions Calculate percentages Solve problems involving decimals
MEASUREMENT	Compare length, mass and capacity using everyday language (e.g. longer, heavier, full). Sequence events and use time language such as before, after and next.	Measure and compare length, mass, capacity and time using non-standard and standard units.	Choose and use appropriate standard units. Measure temperature and money.	Measure perimeter of simple shapes. Add and subtract measures.	Convert between different units of measure. Calculate perimeter and area of rectangles.	Convert between metric units. Calculate perimeter and area of compound shapes	Solve problems involving area, perimeter and volume. Convert units with increasing accuracy.
GEOMETRY	Recognise and name common 2D shapes and explore 3D shapes in the environment. Use positional	Recognise and name common 2D and 3D shapes.	Identify and describe properties of 2D and 3D shapes.	Draw 2D shapes and construct simple 3D shapes.	Classify shapes by properties, including angles and symmetry.	Identify 3D shapes from 2D representations.	Draw and construct shapes using given dimensions and angles.



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	language and create simple repeating patterns.	Describe position and movement using everyday language.	Use mathematical vocabulary to describe position and direction.	Identify angles and recognise parallel and perpendicular lines.	Identify and compare acute and obtuse angles.	Use properties of shapes to find missing lengths and angles.	Use coordinates and describe translations and reflections.
STATISTICS	Sort objects by simple criteria. Compare groups to identify more or fewer.	Interpret and construct simple pictograms and block diagrams. Ask and answer questions about simple data.	Interpret and construct pictograms, tally charts and tables. Compare and organise data to answer questions.	Present data using bar charts, pictograms and tables. Solve one- and two-step questions using data.	Interpret bar charts and time graphs. Solve comparison, sum and difference problems.	Interpret line graphs and tables, including timetables. Solve comparison and multi-step data problems.	Interpret pie charts and line graphs. Calculate and interpret the mean.
ALGEBRA	Recognise, continue and create simple repeating patterns and notice missing elements.	Solve simple missing number problems (e.g. $5 + \square = 8$).	Solve missing number problems in addition and subtraction using inverse relationships.	Solve missing number problems involving all four operations and begin to see patterns in number sequences.	Identify and extend number sequences, including those involving multiples.	Describe number sequences and relationships between numbers, identifying patterns and rules.	Use simple formulae Generate and describe number sequences Express missing number problems algebraically Solve simple equations



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