

The Mathematics and Numeracy AoLE is organised around 5 inter-dependent mathematical proficiencies

- 5 Mathematical Proficiencies**
1. Conceptual understanding
 2. Communication with symbols
 3. Fluency
 4. Strategic competence
 5. Logical reasoning

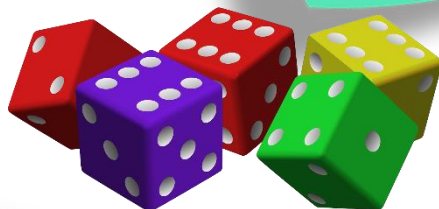
- Numeracy involves applying and connecting these 5 proficiencies in a range of real-life contexts.

- Connections and relationships are key – made explicit through real-life concepts

The Mathematics and numeracy AoLE should provide rich contexts for developing the four curriculum purposes

What is changing?

A change in emphasis from 'What' to 'What and How'



Current curriculum (Product)
Year 5

- Calculate fractional quantities.
e.g. $\frac{1}{8}$ of 24 = 3.
so $\frac{5}{8}$ of 24 = 15.

New curriculum (Process)

Progression step 3

I have demonstrated my understanding that a fraction can be used as an operator, or to represent division.
I understand the inverse relation between the denominator of a fraction and its value.

- Use verbs such as 'explore' and 'derive' to ensure balance between 'breadth' and 'depth'.
- Gives learners opportunities to use manipulatives and represent concepts in a variety of ways.



What Matters?

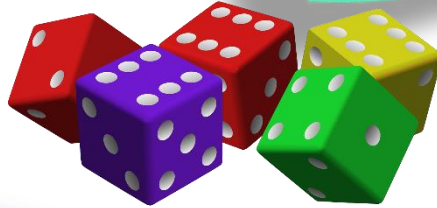
How will your leaders, practitioners and networks be able to prepare for the next phase of co-construction and provide meaningful feedback?

How could you approach whole-school approaches to understanding how to do the new curriculum?

What, are the resourcing implications?

How could you approach whole-school approaches to knowing about the new curriculum?

Exploring the number system to represent and compare relationships between numbers and quantities.



Using symbol systems to express relationships between numbers, quantities and relations.

Relationships involving properties of shape, space, and position, and that measurement focuses on quantifying phenomena in the physical world.

The relationships between representing data and identifying probability, and that both support informed inferences and decisions.