



## Maths Curriculum Offer

<b>Intent</b>	<p><b>Purpose:</b> Pupils will become fluent in the fundamentals of mathematics and understand how essential it is to everyday life. Pupils will become fluent with a range of calculation strategies and cultivate strong reasoning skills to justify their calculations. Pupils will develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately to solve increasingly complex problems. Pupils will develop a wide mathematical vocabulary and use this confidently to describe relationships between different areas of mathematics, as well as make explicit connections between these areas and other subjects (e.g., Science and Computing). Pupils will use measuring instruments to measure and draw with increasing accuracy, as well as employ mathematical reasoning to analyse shapes and their properties, confidently describing relationships between them and making explicit links between measure and number.</p> <p><b>Relationships:</b> Although the mathematics curriculum is split into distinct domains, explicit links are made between the different areas and across the wider curriculum; for example, through the teaching of Science and other subjects. Where possible, direct examples are taken from real-life situations to contextualise the use of mathematics and demonstrate its importance within everyday life.</p> <p><b>Impact:</b> Pupils in EYFS will be confident to ask questions and select resources to support their mathematical understanding. They will have acquired knowledge of the Five Principles of Counting and a deep understanding of numbers to 10, as well as understanding that there are patterns within the number system. Pupils will also have acquired an understanding of shape, space and measures, and the impact of mathematics in the wider world. KS1 and KS2 pupils will be secure in a range of calculation strategies and will be able to independently apply them in a range of contexts, both theoretical and as part of their daily lives. Pupils will demonstrate a secure mathematical vocabulary which they will use to verbalise and justify their answers using full sentences. KS1 and KS2 pupils will have also acquired a deep understanding of measurement and geometry and be able to make explicit links between these and other mathematical areas, including other STEM subjects as well as financial literacy.</p> <p><b>Metacognition:</b> Pupils will be able to select appropriate calculation methods depending on the context, and justify their choices. Pupils are encouraged to develop number fluency through the systematic teaching of subitising, number bonds, skip counting, times tables and patterns in number and mentally apply this knowledge accurately. Pupils will be able to reflect carefully on their knowledge, including a deep understanding of measurement and geometry, and apply mathematical strategies in a range of contexts, including when solving increasingly complex problems.</p> <p><b>Experiences:</b> We aim to provide a range of experiences to develop a secure understanding of mathematical concepts through the use of concrete, pictorial and abstract representations. High-quality practical</p>
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	<p>resources and suitably challenging activities are used throughout the school to support pupils' ability to make rich connections across the curriculum and develop excellent fluency, reasoning and problem-solving skills. In EYFS, pupils visit local amenities to experience mathematics in the real world. Where possible, other trips are arranged for KS1 and KS2; for example, Kidzania. In addition, pupils in KS2 regularly take part in local mathematic challenges and events.</p>
<b>Implementation</b>	<p>Maths in EYFS is predominantly delivered as part of continuous provision through high-quality learning environments, including access to the outdoors. As appropriate, EYFS teachers deliver adult-led inputs to inspire pupils. They provide a stimulus for pupils to explore, discuss and share their thought process, as well as begin to develop their reasoning skills. Pupils will be supported to develop a wide mathematical vocabulary which they demonstrate when responding to questions and articulating their thoughts.</p> <p>Throughout the school, maths planning is based on the 'White Rose' scheme of work, which covers the EYFS and National Curriculum content for each year group/key stage. A clear Calculation Policy and whole school long term planning means that teachers are aware of when concepts are repeated to ensure that new learning builds on prior experiences. Additionally, pupils are appropriately scaffolded to ensure they progress as mathematicians as they move through the school.</p> <p>Assessment is made through oral questioning, partner talk and whole class discussions, as well as analysis of pupils' independent written work. Formative assessment takes place daily and pupils are supported and challenged as appropriate. Pupils are also given the opportunity to self-assess and self-mark when appropriate, as well as identify opportunities for self-improvement. In Reception, summative assessment takes place at the end of each unit and at the end of the year to inform the Foundation Stage Profile. In KS1 and KS2, summative assessment is carried out at the end of each term and through Statutory testing in Year 2 and Year 6.</p> <p>In KS1 and KS2, pupils are considered to be GDS if they seek to extend their mathematical understanding by asking further questions and suggesting different ways in which these could be answered, as well as independently applying their mathematical knowledge accurately within a range of contexts. GDS pupils demonstrate high levels of number fluency and confidence, as well as independence when spotting patterns and relationships. GDS pupils also recognise and describe different ways in which maths can be applied to solve a broader variety of more complex problems.</p> <p>Key English skills such as reading and writing are used when recording learning and accessing new and key information. Oracy skills are practised throughout Maths lessons, providing opportunities for pupils to discuss and share ideas in the form of group work and whole class discussion.</p>



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	<p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p>
<b>Impact</b>	<p>Pupils become confident and accurate mathematicians. They can talk about the different applications of mathematics within daily life and can describe its importance to various STEM industries, both in the past and in the world around us today.</p> <p>Pupils can make explicit links and connections between different mathematical units across year groups and subjects.</p> <p>Pupils are excited about maths and see themselves as mathematicians. They like to take part in projects and challenges that allow the application of maths and also share mathematical facts with the class that they have discovered independently.</p> <p>Pupils understand the value of learning about maths and are looking forward to further mathematical study.</p>