



SUBJECT CURRICULUM STATEMENT: MATHEMATICS

INTENT

We aim for all pupils to:

- ❖ Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ❖ Have a good understanding of the place value of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.
- ❖ Be able to solve problems by applying their mathematics to a variety of scenarios with increasing sophistication, including in unfamiliar contexts and to model real-life situations.
- ❖ Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

IMPLEMENTATION

At St John's C of E First School, we have adopted a mastery approach to the teaching and learning of Mathematics guided by the White Rose scheme and Head Start assessment materials using additional resources to support learning. We ensure that:

- ❖ Conceptual understanding is developed through concrete, pictorial and abstract visual representations
- ❖ Children are given the opportunity to explain their reasoning; their explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported with questioning provided by the teacher. Questions that are often asked are, 'Are you sure?', 'How do you know?', 'Is X correct? Why?' to ensure children have the vocabulary to explain the maths.
- ❖ Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring additional support, so that all children keep up.
- ❖ For those children who may take longer to grasp a concept, teachers will support through careful differentiated activities, additional resources, may create small groups within the class, recap work from the day or week and in some situations, use resources from previous years to build confidence to progress.
- ❖ Stem sentences, may also be provided by the teacher to help children to record their understanding in their books.
- ❖ Confident and capable mathematicians are further challenged by being exposed to a variety of rich and sophisticated problems.
- ❖ We encourage children to have a positive mindset and advocate that all children are able to succeed in Mathematics, especially when mistakes are made because mistakes help us to learn.
- ❖ Where appropriate, links in maths concepts are made with work in other areas such as science, geography and computing.
- ❖ We give children the opportunity to participate in 'Active Maths'.

INTENDED IMPACT

- ❖ Children enjoy their mathematical learning.
- ❖ Children make good progress in Mathematics year on year from their own starting points.
- ❖ Children apply their mathematical skills in a variety of subjects and situations.
- ❖ By the end of each academic year, the vast majority of children will be working at age-related expectations or higher, demonstrating their mathematical understanding, and their ability to recall and apply their skills and knowledge rapidly and accurately, ensuring they are ready for the next phase of their education.

CULTURAL CAPITAL

We want our maths curriculum to be engaging, relevant and rooted in real life contexts, because we recognise that many life skills are fostered through mathematics, creative problem solving, the empowerment of reasoning and justifying, the development of resilience and a confident 'I can' attitude. We want children to leave St John's having started to gain mathematical knowledge, experiences and social skills that will prepare children for the next stage in their learning and subsequently for life, which will ultimately help them with using maths throughout their adult lives.