Curriculum Statement for Mathematics

The mathematics curriculum aims to give children an understanding of the important concepts and an ability to make connections within mathematics, while raising a commitment and passion for the subject.

We aim to develop a broad range of skills in using and applying mathematics, by building on the ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.

The children will be taught to make sense of solutions. They will be taught to think independently, embracing the value of learning from mistakes and to persevere when faced with challenges, showing a confidence of success.

It aims for children to have a fluent knowledge and recall of number facts and the number system, with the ability to perform written and mental calculations and mathematical techniques. The children will also be taught to use a wide range of mathematical vocabulary.

We believe that mathematics is for everyone and that every child can succeed. We carefully plan small steps for the children to work on. This ensures that all of the children have enough time to learn and master a key skill. Our lessons provide opportunities to review and consolidate previous learning as well as time for new learning.

All of our lessons have a series of challenges. To begin with, we plan questions that allow children of all abilities and levels of experience (with support in place for individual needs) to access their learning in a fun and meaningful way. We then provide challenges that help to deepen their understanding.

We have a mastery approach to teaching mathematics. Mastery rejects the idea that some children can't do maths. It recognises that by nurturing positive attitudes and building confidence, all children can achieve mastery. Mastering maths involves acquiring a deep and secure understanding of concepts that can be built on over time.

West Hove Infants-'Aim High and Smile'

Teaching for mastery is underpinned by the five big ideas. These are coherence, representation and structure, mathematical thinking, fluency, and variation.

The five big ideas guide our teaching to meet the aims set by the national curriculum. These are:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice, so that pupils develop conceptual understanding and recall and apply knowledge
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems

In order to incorporate the five big ideas, we plan carefully, taking into account common misconceptions and difficult learning points. Concepts are built in small, logical steps and are explored through consistent mathematical representations.

All children have a daily maths lesson (5 days a week) following our Learning Model.

In Year 2, we also provide time for two shorter lessons (5 Minute Maths) which help to consolidate previous learning and to help pre-teach upcoming units.

Our children will have been able to achieve confidence and enjoyment in Maths and will gradually improve and master essential skills, and develop a broad base of knowledge and understanding by the time they reach the end of Key Stage 1.

In Early Years teachers assess using the Shape, space and measure and Number statements in 'Development Matters.' In KS1 teachers assess children using the attainment targets in the National Curriculum.

The subject Leader for Maths will collect and monitor this subject data, and will monitor and review samples of the children's work to ensure that teaching and learning is at the highest standard.

- Explicit what we teach in each year group – what the main aim is 'aim to build vocabulary in reception, place value and number in year 1 and … Yr 2'
- Time spent on maths in each year group
- Reception – specific to EYFS so targeted groups with adults – environment etc

*** Look at intent, implementation and impact