

St Ann's Curriculum Intent

Mathematics

Intent

At St Ann's our intention is to enable all children to flourish in Mathematics, regardless of background, ability or additional needs.

The 2014 National Curriculum for Mathematics aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying Mathematics

These skills are embedded within Maths lessons and reinforced in Science and Geography lessons. They are developed consistently over time. It is our intention that the curriculum provides all learners with the foundations for understanding Mathematics in the wider world and that they are able to use their Mathematical skills and knowledge confidently in their lives in a range of different contexts.

We aim to inspire our children to rejoice in their learning as they discover the importance and power of Mathematics in the world.

Implementation

We teach the National Curriculum, supported with a clear progression of knowledge and skills. This ensures mathematical concepts are built upon year by year and sequenced appropriately to maximise learning for all children.

The content and principles underpinning the mathematics curriculum at St Ann's reflect those outlined in the 2014 National Curriculum.

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support. Additional resources are available to support children's understanding as well as the use of manipulatives. Parameters may also be changed within tasks to ensure challenge for more able learners. Further challenges are available for all learners and every child is encouraged to problem solve and reason mathematically.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Manipulatives and pictorial representations are used across the school.
- Children are encouraged to analyse before answering questions.
- Teachers use precise questioning in class to test conceptual and procedural knowledge. The systematic and explicit retrieval of prior knowledge is used to support learners in building new knowledge on the foundations of previously taught content.

- Children are encouraged to recognise the importance of mathematics in the wider world and are able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

Impact

By the end of KS2, we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Pupils have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication. Children are able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

Across the school:

- Children are happy learners who talk enthusiastically about their learning and are eager to further their progress in maths
- Teachers use assessment (both formal and informal) systematically to inform next steps and continuing progress.
- The impact of 'mastery' and the emphasis on accurate use of mathematical language is evident during class/pupil discussions
- Children's fluency in number is evident in our proven track record of high success in arithmetic.
- Children's reasoning and problem-solving skills continue to develop and show a deeper understanding of mathematical concepts.