CURRICULUM STATEMENT

MATHEMATICS

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INTENT

At Park View Community School we believe that everyone can succeed at maths. Our curriculum aims to foster an enthusiasm for maths in children and equip them with the skills they need to achieve as high a standard as possible. We aim to help them become confident in their conceptual understanding and use of maths so that they have the self-belief and determination to succeed when presented with a challenge.

We are dedicated to enabling children to recognise how maths relates to the wider world in order to give the subject meaning and relevance, and so that they can use their mathematical skills and knowledge in real-life situations.

The national curriculum for mathematics intends to ensure that all pupils:

1. Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

3. Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.

INTENT

IMPLEMENTATION

Maths is taught as a single lesson on a daily basis, generally for one hour per day. We follow the teaching sequence outlined by the White Rose Maths Hub schemes of learning. This ensures that a coherent, consistent approach is adopted in all year groups. These provide teachers with notes and guidance on how to enhance their teaching of the subject along with key vocabulary, questions and discussion and teaching points. The White Rose Maths schemes of learning reflect the content of the Foundation Stage Early Learning Goals and the National Curriculum for Maths.

The curriculum is broken down into small manageable steps in order to ensure that each lesson has a clear focus and helps children understand concepts by following a carefully planned sequence of lessons. This avoids the cognitive overload that can occur when too many concepts are covered at once and ensures that each lesson contributes to the long-term goal. Within each lesson, children have the opportunity to acquire, practice, apply and deepen their knowledge and skills as appropriate. Pupils who understand concepts quickly are challenged by being offered rich and sophisticated problems to deepen their understanding. Concepts are revisited over time so that children can reinforce them and embed them into their long- term memory. Teachers have the flexibility to spend longer on specific skills or concepts if they feel it is necessary.

IMPLEMENTATION

When introduced to a new concept, children have the opportunity to follow the' concrete – pictorial – abstract' approach. Concrete objects and manipulatives help them understand what they are doing. Alongside these, children use pictorial representations that can be used to help reason and solve problems. Concrete and pictorial representations then help support children's understanding of abstract methods.

All children are included in whole class lessons and teachers provide scaffolding and relevant support as necessary.

Children who don't make expected progress are identified and intervention programmes are put in place to support these children. For those children who working outside of the year group curriculum, individual learning activities are provided to ensure their progress.

IMPACT

Regular and ongoing formative assessment informs day-to-day teaching and learning and the necessary support to enable all pupils to make progress.

A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas and can independently apply the concept to new problems in unfamiliar situations.

- Learners who can clearly explain their reasoning and justify their thoughts and processes.
- Quick recall of facts and procedures
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections.
- Happy and confident learners with a life-long passion for learning.

Recovery Maths curriculum

Due to the Covid 19 pandemic we are following the updated White Rose Maths schemes, which allows children to recap on prior learning and teach the missed objectives.