



The Curriculum at St Wilfrid's Catholic Primary School

The Intent, implementation and Impact of our Curriculum – Maths.

At St Wilfrid's, we develop our lessons so they support fluency, reasoning and competence in solving increasingly complex problems in a wide range of contexts. As staff we work hard to ensure maths is exciting and links to other subject areas.

Intent

We believe that maths is best achieved through exploration, clarification, practice and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

Implementation

Multiple representations for all!

Concrete, pictorial, abstract

Objects, pictures, words, numbers and symbols are everywhere. The mastery approach incorporates all of these to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt.

All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

Impact

- 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 in mathematics

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.

- Results - 2017- 79%, 2018-97%, 2019-84% (above national for the past 3 years)