

Downs Infants Curriculum Statement

Maths



A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The 2014 National Curriculum for Maths aims to ensure that all children:</p> <ul style="list-style-type: none"> ➤ Become fluent in the fundamentals of Mathematics ➤ Are able to reason Mathematically ➤ Can solve problems by applying their Mathematics <p>At Downs Infants, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.</p>	<p>We at Downs Infants have adopted a Mastery Approach to the teaching of Maths and have worked as part of a HUB to embed Mastery in Mathematics both in our school and across Brighton and Hove.</p> <p>The principles and features of a Mastery approach at Downs Infants are that:</p> <ul style="list-style-type: none"> ➤ 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 ➤ Mathematical topics are taught in blocks, to enable the achievement of mastery over time and for children to see links between different areas of the curriculum ➤ Differentiation is achieved by emphasising deep knowledge and making links between the areas of mathematics through questioning and individual support and intervention ➤ Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to 	<p>Downs Infants has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. We have fostered an environment where Maths is fun and it is OK to be 'wrong' because the journey to finding an answer is most important. Our children have a growth mindset and make good progress. Many of our children report that maths is one of their favourite subjects in our learning walks and pupil voice records.</p> <p>Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards.</p>

foster deep conceptual and procedural knowledge

- Children are taught with manipulatives and concrete resources before moving onto pictorial representations before finally moving onto the abstract – see calculation policy.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts
- Teachers use precise questioning and problem solving questions to test conceptual and procedural knowledge. This questioning is used to assess and identify those children requiring extra support so that all keep up.

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document. Mathematics development involves providing children with opportunities to:

- practise and improve their skills in counting numbers
- calculating simple addition and subtraction problems,
- describe shapes, spaces, and measures.

The profile for Mathematics areas of learning are Number (ELG 11) and shape, space and measures (ELG 12). We continually observe and assess children against these areas using their age-related objectives, and plan the next steps in their mathematical development through a topic-based curriculum.

There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside) – through both planned activities and the self-selection of easily accessible quality maths

	<p>resources. Whenever possible children's interests are used to support delivering the mathematics curriculum.</p> <p>To ensure consistency and progression, 3 maths champions in each year group have attended mastery courses as well as being involved in the Mastery Hub. These champions have been responsible for completely rewriting the planning for each year group using the CPA approach. The planning has been heavily influenced by Power Maths – a DfE approved scheme which is fully aligned with the White Rose scheme.</p>	
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