

## Maths Intent, Implementation & Impact Statement

At Drove Primary School we give children “The roots to grow and the wings to fly”.

In order to achieve this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads:



### Our Intent for our Maths Curriculum:

At Drove Primary School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in Science:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Reason mathematically by following a line of enquiry, and develop and present justifications, arguments or proofs using accurate mathematical language to communicate with clarity;
- Continue to develop a wider mathematical vocabulary, through hearing and speaking, in order to present justification, argument and proof;
- Solve problems by applying their mathematics in a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios;
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics;
- Experience mathematics through a range of visual stimuli and manipulatives which allows them to be able to make rich connections across mathematical ideas, which will prepare them for life in an ever-changing modern world.

The **Mastery Model of Learning:** Mathematics is an important creative discipline that helps us to understand and change the world we live in. We want all pupils at Drove Primary School to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject. We foster positive “Can Do” attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts so they can be applied across different contexts and in real life situations. We use mistakes as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content. We believe that all pupils can and will achieve in mathematics by providing opportunities for all pupils to develop the depth and rigour they need to make secure and sustained progress over time.

## Implementation

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum in order to make sure the aims of the National Curriculum are met and it has been used to inform the choices we have made about the content that we teach at Drove Primary School.

In Early Years, maths is taught through carefully-planned adult-focused activities alongside a continuous provision approach based on the relevant Early Learning Goals. In Years 1-6, maths learning is planned from the National Curriculum statements, which are grouped into units and divided into manageable steps using the “Can Do Maths” road maps to create a coherent mathematical journey through the learning at each stage. Teachers use MTPs to ensure that the learning is sequenced into small, manageable chunks that progressively builds upon prior learning of the children within their cohort.

Typically, maths lessons have four parts which are all about the same mathematical concept (manageable step) The parts are taught in the following order:

1. Teach It	2. Do It	3. Secure It	4. Deepen It
Teacher guiding the learning with the whole class so pupils can explore the concept  (Practise together)	If successful at the previous part of the lesson; pupils answer questions about the concept  (What it is)	If successful at the previous part of the lesson, pupils explore a misconception.  (What it is not)	If successful at the previous part of the lesson, pupils apply the learning to a problem.  (Deepen your understanding / make connections)

## Lesson Design

Maths lessons should include the following:

- Sharing where we are on the journey through the unit
- Hook – exploring a real-life context or representation
- Modelling – including oral rehearsal of sentence stems
- Practice together – including oral rehearsal of sentence stems and cloze procedure where necessary
- Practice opportunity – pupils; difficulties and misconceptions are identified, AfL for immediate intervention
- Secure It teaching – exploring a “What it is not” question together
- Do It – developing fluency through the practice of standard and non-standard examples
- Deepen It – exploring open-ended maths problems. New problems, new contexts, empty box, always/sometimes/never, prove it, explain and communicate mathematical thinking.

## Maths on Track (MoT) sessions – Years 1-5

The purpose of the MoT sessions is to:

Recap a previously taught concept or practise recalling facts

Intervention from the previous main maths lesson

Additional time to complete 'Deepen It'

Monday	Tuesday	Wednesday	Thursday	Friday
Multiplication Tables / Number Bonds / Arithmetic (Y5)	2 x Deliberate practice  1 x Problem Solving (all children need to take part)			No MoT

Year 6 do additional arithmetic and problems solving in response to ongoing teacher assessment.

## Structure of an MoT Session

45 minutes	Main Lesson		
10-15 minutes	Input for previously taught concept / facts		Targeted intervention for SEN children
15-20 minutes	Practise previously taught skill or facts	Immediate intervention from Main Lesson / Deepen It	

## Impact

Our intended impact is that by the time our pupils leave Drove Primary School, they will have developed:

- Mathematical fluency based on rapid and accurate recall and conceptual understanding
- A love of mathematics, including number, geometry and reasoning, and a desire to develop their mathematical knowledge and skills further in their next phase of education
- Pupils develop secure and deep understanding of mathematical concepts with secure foundations ready to be built upon
- A confidence in their ability to solve a variety of mathematical puzzles and problems that they may experience in everyday life.