

Curriculum Intent, Impact & Implementation – Maths



Our curriculum has four golden threads which are woven through all we do.

3R's – Respect, Resilience and Responsibility

Within these threads we have our **22 core values** – *understanding, unity and co-operation, freedom, appreciation and simplicity, hope, resilience, responsibility, thoughtfulness, tolerance, trust, friendship, perseverance, patience, peace, quality, love, humility, honesty, caring, happiness and courage.*

<p><u>Knowledge and Skills Intent & Implementation –</u></p> <p>Our intention by following the Enrich curriculum is to develop lifelong learners who have the imbedded and rich knowledge, and curiosity needed to take full advantage of every opportunity in life.</p>	<ul style="list-style-type: none"> • Children have a nourished curriculum which helps them with real life bigger picture to give them skills and understanding to take them on their journey to next year and beyond. • The school has a rich culture of maths across the school where maths is taught for purpose. • Helps them to understand common misconceptions • Our hooks in lessons develop curiosity and a love of maths
<p>Impact – All children are ready for the next part of their life whether that be the next year at primary or ready for their move to secondary and beyond. They understand the importance of learning and value all opportunities. The mathematical skills are embedded and children can use their rich mathematical skills accurately for different applications. Our children all leave have a strong, postivie culture of maths with a ‘Can do’ attitude.</p>	
<p><u>Values Intent & Implementation –</u></p> <p>Our intention is that all children recognise and maintain a shared set of values, which will allow them to make a positive difference to themselves and others in a rapidly changing world.</p>	<ul style="list-style-type: none"> • Partner talk helps develop our values (unity, co-operation, friendship) • Children have a ‘Can Do’ approach and show resilience to keep trying. • The small steps allow children courage to have a go at the maths at different levels of learning. They need to show perseverance to complete the challenges as the thought process becomes deeper. • Children have a love of maths and are given a range of opportunities and experiences to engage in maths in the real world which therefore nourishes the a love of maths.
<p>Impact - All children have a core set of values which underpin every decision they make. They understand the importance of values and how these make us feel personally and how showing values allows children and young people to live positively in modern Britain. Children are positive and show love about their learning and all children are engaged to succeed.</p>	
<p><u>Language Intent & Implementation –</u></p> <p>Our intention is that all children will acquire the language to allow them to express their thoughts, ideas and learning in a clear and coherent manner.</p>	<ul style="list-style-type: none"> • We model partner talk to ensure that children acquire the skills to articulate their thinking with quality answers. • Children use quality stem sentences and generalised sentences to help ensure coherence in their reasoning. • These stem sentences are transferable across the curriculum e.g. “If I know..., then I know...”
<p>Impact – All children have a language rich curriculum where they are encouraged to communicate effectively in full sentences. They are taught the skills to communicate efficiently within a vast range of situations and understand the need of listening attentively and responding appropriately to be a successful communicator.</p>	

Inclusivity Intent & Implementation –

Our intention is that no child is left behind. Every child, regardless of background, social, emotional, or educational need will achieve well and fulfil their potential.

- The Enrich curriculum allows short, efficient, accurate recall of key number facts which free children’s minds to think deeply about concepts and problems.
- Small manageable steps means no child is left behind.
- Regular daily opportunities for students to revisit and recall number facts and procedures means that all children are given chance to keep up with the learning and time is given to make connections.
- Consistent lesson structure, slides and challenges means that if everything else is the same, the learning is the thing that is different.
- Pre teaching, MOT sessions and the sequencing of each year / school progression ensures no child is left behind.

Impact – All children feel valued and consider themselves as equal while also developing a good understanding of the difference between equity and equality. Diversity is celebrated. Children are supported to show resilience and are proud of their achievements whatever their starting points. Manipulatives are used by all and scaffolds are put in place to allow ALL children to succeed. Scaffolds are carefully planned and then can be removed when a children confidence and mathematical understanding has improved.

Foundation Stage

In the Foundation Stage, maths is taught through a carefully sequenced combination of whole class input and small group adult-led activities alongside continuous provision to ensure that our youngest learners are developing a secure sense of number. The maths area in the classroom provides the children with the chance to explore their own learning with appropriate resources that they will have experienced during the whole class and small group sessions.

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