SUBJECT ON A PAGE — MATHS

At Holme C of E Primary Academy we believe that acquisition and command of vocabulary are key to learning across the curriculum.

INTENT - Our children will have the opportunity to develop **fluency**, **reasoning** and **problem solving** skills in everything they do in Mathematics in school in order for them to be able to leave us as confident Mathematicians, who are able to make purposeful links to the everyday world.

AIMS – promote enjoyment of learning through practical, activity and exploration; promote confidence and competence in the number system and secure mental strategies; develop problem solving ability through decision-making and reasoning; to develop and understanding of how data is gathered and presented; explore features of shape, space and measure in different contexts, to understand the importance on Maths in everyday life.

Fluent in the fundamentals of Mathematics

Have the ability to reason mathematically and use mathematical language.

Have opportunities to problem solve, think deeply, apply to real-life context.

IMPLEMENTATION - How do we achieve our aims?

At Holme C of E Primary Academy our curriculum is well-structured and logically sequenced, building upon prior knowledge and hence showing clear progression of knowledge and skills over time. Planning is informed primarily by the use of White Rose, following a mastery approach to Maths. In addition to these teachers use 'Tutor' from Complete Maths to support learning where further practice is needed. We teach Maths as individual year groups to ensure the small steps are build up to ensure progression and success for children. A concrete-pictorial-abstract (CPA) approach provides a clear structure and progression for children to establish success in each step of their mathematical learning.

Developing Fluency

Flashback 4
Tackling Tables
Purple Mash
Tutor – Complete Maths

Challenge and Support:

Pre-teaching	Targeted questioning
Resources	Guided groups
Intervention groups	Working Walls
Tutor programme	Vocabulary displayed

CPD opportunities

Whole staff book looks — Learning walks
Regular staff meeting time/briefings
Subject network meetings
Time with staff at Stilton — Pupil Voice

Concrete Resources

Numicon
Fraction Walls
Place Value counters
Measuring equipment
2D and 3D shapes
Base 10
Place value charts
Cuisenaire

Pictured resources

Tens frames
Part-Part-Whole models
Arrays
Place value chart
Bar Model

IMPACT – Our children will use mathematical language to explain mathematical thinking. They will be able to use examples and relate this to every day life, Children will meet and some will exceed their targets and age related expectations and they will be able to fluently recall key number facts quickly. Children will enjoy Mathematics, they will see purpose and will develop a curiosity around Mathematics and have a positive attitude towards Mathematics learning.

- Use mathematical language with confidence
- Make links and connections to every day life
- Quickly recall key number facts
- Meet and exceed targets and expectations
- Have a love of learning and curiosity for Maths
- Have a 'can do' approach to Maths.

PROGRESSION – How does learning progress throughout the school?

Our Math's curriculum builds learning up in small steps and is carefully mapped to include all programmes of study from the National Curriculum. Children begin their formal Maths learning in EYFS and it continues through to Year 6, but at both ends of this spectrum, prior learning at pre-school/nursery settings and post learning for Year 7 are considered and planned for to ensure children are ready to learn. Units of work are carried out in a specific order to ensure connections across units can be made and skills can be revisited and explored more deeply. Flashback 4 enables keep up, not catch up ethos, allows for assessment of pupil retention and allows for appropriate planning. Children's progress in carefully monitored throughout the school, using a variety of assessment methods and pupil progress meetings allow for individuals to be discussed and planned for.

Assessment Opportunities:

End of Key Stage Assessments, PUMA Assessments (Nov, Mar, Jun), Y4 Multiplication Check, Headstart – Number and Place Value, Addition and Subtraction

In class marking, self-marking, verbal feedback, written feedback, flashback 4, tackling tables, homework, purple mash, tutor

SMSC Development

- **Spiritual** - Pupils develop a **curiosity** and an ability to question the way in which the world works
- **Moral** – Pupils given opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems.
- **Social** – Pupils are always encouraged to explain concepts to each other and support each other in their learning.
- **Cultural** – Pupils develop an awareness of both the history of maths as well as the realisation that many topics we still learn today have travelled across the world and are used internationally