**Curriculum Intent on a Page**

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| **Subject** | **MATHS** |
| **Subject Teacher** | **Miss Charlotte Haynes/ Mr S.Harris** |

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| **Intent statement – Our Curriculum Objectives** |
| To deliver a mathematics curriculum that will develop conceptual understanding, and therefore mathematical fluency that will prepare a student not only for academic success, but the ability to deal confidently with the constant impact of the mathematical information and logical thinking required in solving problems in everyday life. We strive to make available to all students an access route through all stages of mathematical life at school from KS3 to KS4, where they can achieve success at Entry Level maths as a gateway to the foundation or even higher mathematical papers at GCSE. |
| **Curriculum Sequencing** |
| Curriculum sequencing is based on the fundamental idea that a firm foundation in number theory and the mathematical operations of addition, subtraction, multiplication and division forms mathematical concepts that are the basis of all the mathematics that students will engage with at PGA. This foundation in combination with newly acquired mathematical knowledge will allow students to solve problems in new mathematical areas. As they are exposed to new mathematical concepts, they can confidently approach any new topic by using an ever-increasing mathematical foundation. |
| **Our Long-Term Plan** |
| **Year 7 – A consolidation** and extension of previously learned methodologies to prepare students for the greater rigors of KS3 maths.  **Year 8 – An expansion** of the scheme of work to introduce students more fully to the mathematical areas of Number, Shape, space and  measure, Algebra, Statistics and probability, and Ratio and Proportion.  **Year 9 – An opportunity** to obtain a maths entry level qualification and preparationfor the transition from KS3 to KS4 maths.  **Year 10 – A qualitative development** in mathematical concepts as a foundation for success in key stage 4.  **Year 11 – A consolidation** of the KS4 scheme of work to allow students to realise personal goals and qualifications in mathematics. |
| **Assessment Opportunities** |
| At the start of every academic year students are given an initial test in mathematical reasoning to give a baseline for future assessment. From here students are tracked weekly and at the end of each term are given a summative assessment to check progress from the baseline for each term. Assessment at the end of the previous term gives the baseline for the next term. |

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| **Pine Green Curriculum** | |
| **Our Curriculum** | **Department Opportunities** |
| **Confidence, Independence & Resilience** | Mathematics provides a continuous problem-solving methodology within the classroom. The confidence generated by success, and the resilience developed by the hard work required to achieve success are vital characteristics needed to succeed in the adult world. |
| **Be Kind: Empathy & Compassion whilst valuing diversity** | Mathematics develops logic and reasoning skills which allow objective assessment of information. Such skills allow objective reasoning and improve the ability to understand others. |
| **Cultural Awareness** | Mathematics is a universal language and is the perfect expression of equality regardless of race, gender, or religion. This philosophy is fully supported throughout the study of mathematics at Pine Green. |
| **Aspirations** | The scheme of work is ambitious enough to allow students to progress throughout the range of academic qualifications up to the higher paper of GCSE, but flexible enough for all students to build a firm foundation in mathematics for everyday life. |
| **Preparedness for the future** | Mathematics is an essential life skill in the modern world. It is a vital component of science, technology, and engineering, as well as in employment and personal finance. The skills learned in mathematics give vital tools for facing the challenges of life beyond the classroom. |

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| **Vulnerable Students checklist** | |
| **SEND** | **PP** |
| * All students at Pine Green have an EHCP and this information is used to individualise and adapt curriculum delivery. * Performance in maths is constantly tracked to further support students in the classroom and communication with home. * Lessons to adapt a more interactive approach with application to everyday life. * Adapted to curriculum to support varying levels | * To support vulnerable students with additional resources. * Access to 1:1 support at times of learning based or personal crisis. * Robust intervention access for pupils in need to access learning at desired level |

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| **Covid Catch Up** | |
| Skills Gaps | Knowledge Gaps |
| Mathematics at Pine Green aims to provide conceptual understanding of mathematical ideas rather than a reliance on mechanical methodology. This allows related topics to be studied more efficiently and skill/knowledge gaps to be reduced.  Continuous tracking of mathematical performance allows individual intervention to be implemented as required. | Areas of the scheme of work have been condensed to allow related areas of the curriculum to be covered more quickly.  Access to extension work for students performing well also allows mathematical knowledge to be extended. |

**Pine Green Curriculum**

The key principles behind the design of our curriculum are for our pupils to:

· Become confident, independent and resilient

· Be kind; showing empathy and compassion whilst valuing diversity

· Make good progress in all areas of the curriculum from their starting points when they initially join us

· Become more culturally aware about their local area as well as nationally and internationally.

· Develop and enhance their aspirations for the future and know that these can be reached through hard work and determination

· Be well prepared for the challenges that awaits them in the world. We want all our pupils, to be the best they can be, making a positive contribution to the world they live in.

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