Intent: What do we want children to learn?

- *A curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.*
- *A coherently planned and sequenced curriculum that builds towards cumulatively sufficient knowledge and skills for future learning and employment.*

Mathematics ..... in a Nutshell

Implementation: How do we do it at Rodbourne Cheney?

- *The teaching and learning session is approximately 45 minutes long and introduces small, manageable steps to deliver Key Learning Points.*
- *The practice session is approximately 20 minutes and allows the teacher to review the day's learning with pupils who need more practice of the Key Learning Point, while other pupils will review previous Key Learning Points (mostly based around arithmetic).*
- *The learning is broken down into three key tasks; 'Do It' which allows the children to practice fluency of the Key Learning Point, 'Secure It' allows the children to demonstrate reasoning and further understanding of what it is and what it isn't, and 'Deepen It' allows the children to apply the learning to solving problem tasks to deepen their understanding of the Key Learning Point.*

Key areas for development:

Rapid recall of number facts and times tables.

Solving problems with resilience and confidence.

Impact: What are the outcomes and strengths?

- *Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.*
- *Learners are ready for the next stage of education, employment, or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.*