

Curriculum Intent

At Southbroom Infant School our four golden threads underpin our curriculum and within mathematics we want children to:

- Have a secure understanding of number
- Become fluent in the fundamentals of mathematics with a focus in number.
- Be able to solve problems by applying their mathematics.
- Use manipulatives which will enable them to confidently explore mathematical concepts.
- Be able to verbally reason mathematically by using mathematical language with clarity.

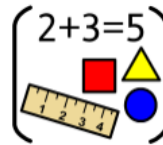
The Mastery Model of Learning: Mathematics is an important creative discipline that helps us to understand and change the world we live in. We want all pupils at Southbroom Infant School to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject. At Southbroom Infant School, we foster positive 'can-do' attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts so that 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.

Representations

At Southbroom Infant School, we value the impact that high quality visual representations and manipulatives have on enabling pupils to develop a deep understanding of mathematical concepts. The representations and manipulatives that we use at Southbroom are progressive from Nursery through to Year 2.



Maths
in a Nutshell
2023/24



Subitising

We put an emphasis on pupils being able to subitise standard and non-standard dice patterns from Nursery through to Year 2. We know the importance of pupils being able to subitise at an early age and the positive impact this has on their mathematical development. As pupils move into Reception, they learn to subitise quantities that are represented on five frames and ten frames.

Curriculum Implementation

What do we teach? What does this look like?

We strive to achieve the intentions through two key factors:

- a) the structure of the maths lesson
- b) the learning environment

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure 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 Southbroom Infants. In Early Years, maths is taught through carefully planned adult-focused activities alongside a continuous provision approach based upon the relevant Early Learning Goals (EYFS). In year 1 and 2, maths learning is planned from the National Curriculum statements, which are grouped into units and divided into manageable small steps to create a coherent mathematical journey through the learning at each stage. Learning is sequenced into small, manageable chunks that progressively build on prior learning.

Curriculum Impact

By the time children leave Southbroom Infant School, we aim for all children to:

- Be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language built into generalised sentence stems.