



## Our Mathematics Curriculum

### Curriculum Intent

At Wootton Wawen C of Primary School, we strive to embed the mathematical skills and processes necessary to enable our children to become competent mathematicians. Mathematics plays an essential role in everyday life and is necessary for financial literacy; therefore, it forms an important part of our school curriculum. We aim for all our children to have access to a sequential, rigorous and ambitious curriculum that enables them to be able to achieve the aims of the National curriculum 2014.

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

We recognise that children need to have a secure understanding of basic concepts in order to deepen their mathematical understanding. Key knowledge and skills are regularly revisited in our daily lessons to embed learning and develop automatic recall of number facts. Becoming fluent in the fundamentals of Mathematics will enable children to solve problems accurately and rapidly.

We want all children to enjoy and have an enthusiasm for Mathematics. We want them to recognise the importance of Mathematics in the wider world and to be able to use their mathematical skills and knowledge in other subjects.

### Curriculum Implementation

Our school uses the White Rose Mixed Aged Mathematics Scheme of Work. This scheme provides teachers with exemplification for maths objectives and is broken down into fluency, reasoning and problem solving. Curriculum content is taught in blocks which allows children to explore skills and knowledge in depth and gain a secure understanding of particular subject matter. Our lessons link the concrete experiences of children in the classroom with pictorial and abstract representations. Concrete resources help children make sense of abstract ideas. We use a range of resources, including place value counters, Base 10 and Numicon, that can be physically moved by pupils. Children then translate the concrete experience into pictorial representations. Ultimately, children are expected to record their mathematical thinking and working in a written form of notation.

Maths is taught as a daily lesson, usually one hour in duration. Lessons are planned by the class teacher using a common planning format. Each lesson begins with a short starter which often focusses on developing fluency in number facts and revisiting previous learning. We place emphasis on the use of correct mathematical vocabulary, which is discussed with and explained to children who are then encouraged to use it when talking about maths.

At Wootton, we understand the importance of early experiences of maths, and use EYFS White Rose planning. This approach places a significant emphasis on developing a strong grounding in number and numerical patterns. We provide creative and engaging opportunities for children to ignite their curiosity for the subject. Activities and experiences are frequent and varied, and allow children to

build on and apply their understanding of number. Children are actively encouraged to use mathematical terminology within their understanding, with a focus on developing positive attitudes and interest in the subject.

To enrich the maths curriculum, teachers also use other resources such as TT Rockstars, Numbots, NRich, Numberblocks and Mastering Number (EYFS and KS 1).

### **Curriculum Impact**

By the end of Year 6 we aim for our children to meet end of Key Stage targets outlined in the National Curriculum. We want them to be fluent in formal written methods for all four operations and to be confident working with fractions, decimals and percentages and ratios, and be able to make connections between them. Our children should know mathematical vocabulary and be able to solve a wider range of problems, using efficient written and mental methods of calculation. They should be able to classify shapes with increasingly complex geometric properties and use a range of graphs to show data.

### **Assessment**

Teachers carry out formative assessments on a daily basis. Their purpose is to ensure children have grasped the main teaching points of the lesson; whether they have any misconceptions that need to be addressed, or whether they are ready to move onto the next stage. Some children may receive pre-teach or same day interventions (mop up) to consolidate their understanding.

Summative assessments are made at the end of each unit of work and each term using White Rose assessment materials. These assessments are recorded on Insight. Teachers also have the opportunity to moderate the quality of learning with other schools in the MAT.

Pupils' progress in Mathematics is reported to parents at consultation evenings held twice a year and through an annual report.

### **Monitoring**

The Mathematics Subject Leader and SLT regularly monitor the quality and impact of our mathematics curriculum through targeted learning walks, book scrutiny and pupil interviews. In addition to this, we survey our staff and pupils to identify their perception of mathematics and identify training needs.