

# Curriculum Intent

At Zouch, our curriculum design for Maths is broken down into four key parts: **knowledge, skills, understanding and vocabulary**. These areas have been sequenced in each year group ensuring they are progressive and everyone understands the intended end-points. Maths makes up part of our outer curriculum and reflects our embedded values including resilience and understanding.

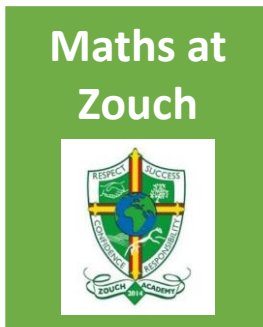
We aim for pupils to:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- To have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

# Curriculum Impact

The implementation of this curriculum, ensures that when all children leave Zouch Academy, they are able:

- To be fluent in the fundamentals of mathematics with a conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- To have skills to solve problems by applying their mathematics to a variety of situations.
- To be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.



# Curriculum Implementation

At Zouch, the Mastery learning model forms the basis of our approach to teaching maths. This means spending greater time going in to depth about a subject as opposed to racing through the concepts and knowledge pupils are expected to know by the end of each year group. Our intention is to take learning at a measured pace. This will better ensure no child is left behind as well as providing deeper and richer experiences for children who are grasping ideas quickly.

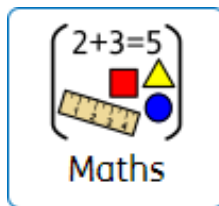
In our maths lessons, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways. They will experience challenge at all parts of the lesson; through varied fluency in chunk 1, through carefully crafted reasoning questions in chunk 2, Deepen Your Understanding tasks (DYUs) and also through real life problem solving in chunk 2 and DYUs. They will also experience challenge through questioning and opportunities to show their reasoning through the input and through independent work. Maths practice sessions will help to consolidate and retrieve previous learning. In lessons, children will experience learning through the use of lesson-appropriate manipulatives to learn the new skills and sentence stems to structure their learning, support language development and consolidate understanding.

In Early Years, maths is a carefully sequential plan building upon previous knowledge but to develop deep conceptual understanding of numbers to 10 and beyond. The learning is at a slow and controlled pace that is progressive and suitable for the children's needs. As with the rest of the school, there is a focus on using sentence stems to support and develop the children's verbal reasoning.

# Assessment

Teachers will use formative assessment during lessons to assess children's understanding of the concepts which have been taught. There will be summative assessments at different points throughout the year which help to assess what children have learnt as well as inform judgements on areas which need to be revisited in more detail.

The assessment in EYFS is ongoing, daily through observations of children applying the maths skills and knowledge independently during continuous provision.



Our values

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