



Curriculum statement for the teaching and learning of mathematics 2020/21

At Littlemoor Primary School, we are committed to providing our children with a Maths curriculum that has a clear intention and impacts positively upon their needs.

Intent	<p>When our children leave Littlemoor we hope that they have developed a fascination and excitement for Mathematics. We are passionate and fully committed to developing a balance between the children's procedural fluency and a conceptual understanding, ensuring that opportunities are available for children to apply their knowledge into purposeful learning which will ensure they are prepared for everyday mathematics which they will need for the future. We use a wide range of models, visual manipulatives and practical resources to develop a deep conceptual understanding alongside procedural fluency which enables pupils to confidently reason about their mathematics, using a suitable range of mathematical language, recognising its importance for communication and deep thinking. We encourage mathematical talk, where questions are asked to develop mathematical thinking, clarify understanding and identify misconceptions.</p>			
Underpinned by	<b>High Expectations</b>	<b>Modelling</b>	<b>Fluency</b>	<b>Reasoning</b>
	<p>All children are expected to succeed and make progress from their starting points.</p>	<p>Teachers teach the skills needed to succeed in Mathematics providing examples of good practice and having high expectations. This is demonstrated through high quality modelling.</p>	<p>Children apply Mathematics skills with ease throughout all of the curriculum.</p>	<p>Children are given real life, purposeful investigations, in which they will need to apply their knowledge and be able to discuss their reasoning.</p>

<b>Implementation</b>	<b><u>Daily Maths learning</u></b>	<b><u>Maths Blast</u></b>	<b><u>Times Tables</u></b>
	<p>As a school, we follow the White Rose Hub to ensure that children develop skills sequentially, building a depth of understanding for each mathematical skill. Our curriculum supports children with 'bridging the gap' between abstract mathematical concepts and concrete representations that they can manipulate and draw up, accessing concrete, pictorial and abstract mathematical learning alongside rich language. In addition to this, teachers use the Maths No Problem Text Books, National Centre of Excellence in Teaching of Mathematics, I See Reasoning and the White Rose Maths Hub Mastery documents to ensure that we have both breadth and depth across our maths curriculum.</p>	<p>Alongside our Daily maths lesson, we have 'Maths Blast' which is 3 x 10 minute sessions, which allow children to revisit prior learning and ensure that they are recalling learning which has been taught previously.</p>	<p>Children in Year 4 take part in a times tables Test. To ensure that children are prepared for this, children in years 3 and 4 have 2 x 10 minute sessions which are dedicated to recalling the times tables and ensuring that they understand the mathematical concepts behind the facts.</p>
	<b><u>Mathletics</u></b>	<b><u>Cross Curricular</u></b>	<b><u>Whole school linked events</u></b>
	<p>As a school we have purchased Mathletics, which allows children to access Mathematics learning at home. Teachers are able to set personalised learning for their pupils alongside children having the ability to complete challenged against children across the world.</p>	<p>We try to ensure that when possible, Maths is taught Cross-Curricular, making links with our Topic.</p>	<p>We celebrate National Numeracy Day, World Maths day and have whole school events which support Maths -for example our Problem Solving and Reasoning afternoon. These bring the whole school together to concentrate on one theme.</p>

Impact	<p><b><u>PUPIL VOICE</u></b></p> <p>Through discussion and feedback, children talk enthusiastically about Mathematics and understand the importance of this subject. They can also talk about prior learning and the lessons/topics which they have enjoyed.</p>	<p><b><u>EVIDENCE IN KNOWLEDGE</u></b></p> <p>Pupils can make links between their learning and apply their skills appropriately. They can recognise similarities and differences and have the ability to understand which skill is required.</p>	<p><b><u>EVIDENCE IN SKILLS</u></b></p> <p>Children are taught mathematics progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensures that skills taught are matched to National Curriculum objectives.</p>	<p><b><u>OUTCOMES</u></b></p> <p>At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. Children answer a range of questions, daily and independently that are also assessed against the year group objectives. Alongside this, at the end of a block, children will complete an end of block assessment to support their overall knowledge of a topic. At the end of each term, children will sit a standardised NTS Maths Assessment</p>