



Maths Intent Statement

Our curriculum intent for maths reflects the purpose and aims of the national curriculum by helping our 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

The Maths curriculum breadth is adapted to the context of our school by focussing on a progression of knowledge and skills from EYFS to Year 6. The most important subject content is organised through 'threshold concepts' which organise new knowledge systematically and ensure a logical progression.

The Mathematical threshold concepts are:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions, Decimals and Percentages
- Geometry (Shape)
- Geometry (Position, Direction and Movement)
- Measure
- Statistics
- Algebra

The progression of learning is based on the White Rose Hub Schemes of Learning Small Steps, where the National Curriculum objectives are met.

The Maths curriculum is sequenced into long and medium term plans to help pupils build cumulative knowledge towards expected National Curriculum attainment targets for Maths. Pupils are assessed using mastery tasks from White Rose Hub and reasoning questions as proof of progress in the specific threshold concept.

The curriculum design for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof; assisted in making their thinking clear to themselves as well as others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.



Any pupils who have gaps in their skills and knowledge, or any children who are socially disadvantaged, are ensured a rich maths curriculum through our teaching strategies, resources and knowledge of the importance of recall. Teachers model learning through clear explanations and instruction, scaffold tasks so that all children can work at the expected level and identify gaps in learning or misconceptions that children may have before a unit of work. The importance of pre- and post-teaching is considered within mathematical interventions, so that children are familiar with the concepts and vocabulary expected of their age range. We recognise that much of the success when performing mathematically is built on the foundations of fundamental knowledge, and we therefore dedicate the beginning of lessons and Friday lessons to recalling previous knowledge. We feel these strategies - for helping children to understand and remember the fundamentals of maths - will ensure that the disadvantaged gap in skills and knowledge will be closed for good.