

Statement of intent for the Mathematics Curriculum

The starting point for our curriculum is the revised EYFS framework 2021 and the Educational Programme, Mathematics and the Early Learning Goals, Number and Numerical Patterns. The National Curriculum provides the structure and skill development for the mathematics curriculum taught in Key Stages 1 and 2. We ensure that all mathematical concepts are built upon and developed through a personalised structured programme based on White Rose Maths, utilising Testbase for further reasoning and summative assessments. Year groups work collaboratively to plan a high-quality mathematics curriculum that is engaging, challenging and enjoyable. Where appropriate, pupils are required to apply their knowledge to science and other curriculum subjects, ensuring that these skills remain in line with their year group expectations.

Concrete manipulatives are fundamental to the Concrete-Pictorial-Abstract (CPA) approach used to teach mathematics. Pupils are taught new maths concepts through the use of concrete resources. Then pictorial representations are developed, before the use of abstract symbols are introduced. This hands-on approach, building upon concrete skills and knowledge, through strong foundations in understanding, ensures pupils make connections to master concepts. Resources are adapted, when necessary, to ensure SEND and disadvantaged pupils can access all aspects of the same curriculum.

The mathematics curriculum is taught in a logical sequence where pupils' knowledge, skills and vocabulary are built upon year on year, with regular retrieval opportunities being embedded within the curriculum to aide long-term memory of key topics. Pupils are provided with further reasoning opportunities, which will actively work against their vocabulary deficit and enable them to strengthen their decoding of maths problems in order to enjoy greater depth in understanding and application to different contexts. Furthermore, teachers ensure pupils are given regular oracy opportunities to support them in becoming confident mathematicians, who are stretched through skilful questioning.

Our approach is based around equipping our children with strong foundational skills, placing a focus upon fluency and regular retrieval in Early Years and Key Stage One following a mastery approach that will allow all children to move into Key Stage Two with the skills needed to succeed. Alongside this, we make use of a rigorous summative assessment approach that allows us to track children's progress and analyse where individual or group gaps are and act upon this.

Pupils will leave school as independent, resilient learners, who have secure mathematical foundations and the ability to decipher and reason maths in different contexts, which they can apply in the real world.