



MATHEMATICS CURRICULUM INTENT, IMPLEMENTATION & IMPACT

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills

MATHS CURRICULUM INTENT
















It is our intention that all children will experience a high-quality mathematics curriculum based on a concrete, pictorial, abstract approach, so that they become children who:

Are fluent in the fundamentals of mathematics, able to recall and apply key number facts, including number bonds and times tables	Are resilient learners who can use mathematical thinking to solve real world problems	Can move fluently between mathematical domains as their fluency and conceptual understanding increases	Can reason mathematically: communicating effectively, explaining their thinking and justifying using mathematical language
Have a deepening conceptual understanding	Have a strong sense of how mathematics has a place in the world, including within areas such as science, technology and financial literacy	Recognise the beauty of maths in the natural world	Use mathematics with purpose, curiosity and enjoyment, applying the necessary skills to make links and solve problems in other curriculum areas

MATHS CURRICULUM IMPLEMENTATION

We design our Maths curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our Maths curriculum intent.

Learning will be planned and delivered through:	Maths Vision Statements which outlines the Maths intent, implementation	Maths Yearly Overview which follows a cyclic approach and	Medium Term Plans with clearly sequenced learning objectives, linked	Written Calculation Policy with clear progression of	Quality First Teaching (QFT) with opportunities for	Additional Intervention programmes to enable children
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	and impact and identify our chosen approaches and resources	identifies when planned units of work should be taught across the school	to prior knowledge and end of year expectations	written methods and resources for each of the four operations	rich problem solving and development of reasoning skills; appropriate challenge and support	to keep up, catch up and progress from their own starting points		
Learning will be organised through:	Early Years Foundation Stage (EYFS)							
	Communication and Language		Mathematics			Understanding the World		
	National Curriculum Programme of Study (Years 1 to 6)							
	Maths Domains							
	Number		Measurement		Geometry	Statistics	Algebra	Ratio & Proportion
	Place Value	Addition & Subtraction	Length	Weight	Properties of Shapes	Collecting, Constructing & Interpreting Data	Year 6 only	Year 6 only
	Multiplication & Division	Fractions, (inc. Decimals & Percentages)	Capacity	Time	Money	Position & Direction		
School specific components reflect the context of our school:				I see Reasoning/Problem Solving		School Subscriptions		
				 		 		
	Selection of other quality resources, including:						Trailblazers / maths outdoors	
	   			  			 	
MATHS CURRICULUM IMPACT								
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our curriculum intent. These include:								

Reception Baseline Assessment and EYFS outcomes	End of key stage 1 results	Year 4 times table check	End of Key stage 2 results	External validation and inspection reports	OTrack internal data collection and retrieval	Foundation Subject Assessment Sheets
Observations of children in various aspect of school life	Governor monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil Conferencing	Other anecdotal evidence