

Maths Curriculum Statement for Long Sutton C of E Primary School

Core Christian Values						
Love	Perseverance	Thankfulness	Hope	Compassion		
Learning Muscles						
Collaboration		Resilience			Reflection	
Curriculum Drivers						
Developing Independence	Oracy	Reading	Diversity	Aspiration	Community	Enquiry
Subject Drivers/principles						
Fluency		Reasoning			Problem-solving	

Intent	<p>We believe all children can achieve in mathematics. We foster a positive ‘can do’ attitude and teach for a secure and deep understanding of mathematical concepts. We aim for all pupils to become fluent in the fundamentals of mathematics so that they develop a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. To be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts. To reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. And finally, to have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.</p>
---------------	--

Implementation	<p>Sequence of Learning</p> <p>We follow the <i>CanDo Maths</i> curriculum, covering knowledge, skills and vocabulary encompassing the objectives from the National Curriculum.</p>	<p>Manageable Steps</p> <p>Each manageable step builds on previous learning and allows for both reasoning, problem solving, support and challenge.</p>	<p>Maths Talk</p> <p>We ensure an appropriate progression of vocabulary is in place for each phase of learning. The use of correct mathematical vocabulary by both children and adults is an expectation.</p>	<p>Number Sense</p> <p>Beginning in the Early Years, we use the Number Sense Maths programme to ensure all children develop a good recall of maths facts. This programme is used as an intervention in KS2, such is its importance.</p>	<p>A Typical Lesson</p> <p>You will see a clear learning objective, quality first teaching, teachers plan for misconceptions, on-going formative assessment and all pupils engaged, including SEND pupils. A 2nd daily Maths meeting allows for the deliberate practise of a previously learnt concept.</p>	<p>Cross-curricular Links</p> <p>Children have the chance to use different mathematical skills in Science, History and Geography, such as measuring, estimating, calculating mean averages, using negative numbers, representing data and interpreting graphs, timelines and chronological order; coding in Computing; STEM visits from local organisations.</p>	<p>High level of subject knowledge</p> <p>Monitor the standards in the subject to provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</p>
-----------------------	--	---	--	--	---	---	---

Impact	<p>Children will be engaged and challenged by the curriculum which they are provided with. They will feel encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on mathematical skills and knowledge. They will make good progress and become resilient learners who can reflect on their areas for development. They will move on to the next stage of their learning with the mathematical knowledge and skills they need to ensure lifelong learning and curiosity for the beauty and power of Maths.</p>
---------------	---