

CURRICULUM STATEMENT: **MATHEMATICS**

Intent: what we are trying to achieve with our curriculum

What we want children to know	What we want children to be able to do - counting:	What we want children to be able to do - number:
<p>Addition and subtraction facts to 20</p> <p>Multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p>Odd and even numbers</p>	<p>Count on in 1s from 1 to 100 and back to 0</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p>	<p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recognise the place value of each digit in a two-digit number</p> <p>Compare and order numbers from 0 up to 100</p> <p>Use place value and number facts to solve problems</p>
What we want children to understand	What we want children to be able to do - calculation:	What we want children to be able to do - wider maths:
<p>Place value</p> <p>The inverse relationship between addition and subtraction and multiplication and division</p>	<p>Add and subtract with numbers to 100</p> <p>Add three one-digit numbers</p> <p>Solve problems involving addition and subtraction</p> <p>Multiply and divide by 2, 3, 5 and 10</p> <p>Solve problems involving multiplication and division</p>	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Recognise, describe, draw, compare and sort different shapes and use the related vocabulary</p> <p>Use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement</p>

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Implementation: how we deliver our curriculum

The mathematics curriculum:

Children are taught the statutory requirements of the National Curriculum in blocks as set out in the school's Yearly Mathematics Overview.

Daily maths sessions are timetabled for an hour and thirty minutes. They include a 'skills' lesson which covers counting, number facts and arithmetic and a mathematics lesson.

Teachers use the Mastering Number Programme and the school's scheme of work for 'skills' lessons and the White Rose Maths Hub Schemes of Work for mathematics lessons. The schemes of learning provide children with a solid foundation in the basic building blocks of number and place value and the four operations of addition, subtraction, multiplication and division whilst incorporating the wider areas of mathematics of geometry, measurement and statistics.

Where possible, children work through the schemes as a whole group at the level appropriate to them (with the aim being for the majority of children within each year group to be working at age appropriate levels as set out in the National Curriculum).

Reasoning and problem solving elements are incorporated into lessons to promote mastery of the curriculum and challenge is provided for more able pupils by giving them the opportunity to work at greater depth within their specific year group content.

Children will rote count and practise calculations daily to develop fluency with number facts.

Children will move between concrete, visual and abstract representations within lessons to strengthen their conceptual understanding and fluency.

Children will be taught to record calculations alongside the use of practical apparatus and visual representations to develop fluency in the use of formal written methods.

Children will engage in exercises where they are required to reason and make connections between calculations. This 'intelligent practice' will support the development of their procedural and conceptual fluency.

Teachers will use rich questioning in lessons to support the development of children's mathematical reasoning, eg. What's the same and what's different? True or false? Which is the odd one out and why?

Children will be taught to use correct mathematical vocabulary and sentence stems will be modelled and used to help children to explain their mathematical thinking in complete sentences.

Teaching groups:

Children are taught in streamed ability classes and groups.

Teaching assistants support individual children and small groups, under the guidance of the class teacher.

Parents/carers as partners:

Maths homework is set each week, it is designed to give children the opportunity to practice the work covered in school that week. Mathematics targets are shared with parents/careers at termly progress meetings. Parents/carers are invited into school to attend maths workshops to enable them to support their child's learning at home.