



Maths Curriculum Statement

INTENT

Rationale:

At Willoughby Primary School, our Maths curriculum is designed to be accessible to all so that every child knows more, remembers more and understands more. At Willoughby, we provide children with the mathematical skills needed for life. Teachers from Reception to Year 6 follow the Hamilton Trust Scheme of work and also use a wide variety of resources and ideas to provide children with a range of challenges where they can learn to apply their skills.

Ambition:

Our intent is to:

- ensure that every child has the skills to become a numerate adult
- introduce children to concepts, skills and thinking strategies that are essential in everyday life
- help children make sense of the numbers, patterns and shapes they see in the world around them
- encourage children to acquire a wide vocabulary and understanding of mathematical language.

Concepts:

A graduated and sequential approach to the teaching of knowledge and skills ensures that children build on previous understanding.

Before a child reaches Year 1 they are able to count up to 20 and understand the value of numbers. Key Stage one children focus on place value and the meaning of numbers with practical activities and a range of visual representations. Once place value is secure, the vocabulary and calculations around the four formal operations are introduced and these skills are applied in real life problem solving activities. At Willoughby, we embed mathematical understanding thoroughly at KS1 and then develop that understanding throughout KS2. Children should all have access to the same curriculum content and they should deepen their conceptual understanding by tackling varied and challenging problems. With calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations to ensure fluency and depth of understanding.

At Willoughby, children also need to learn number facts so that they can instantly recall number bonds and times tables. This knowledge will enable children to answer calculations and more challenging problems as well as prepare them for the Multiplication Test at the end of Year 4

IMPLEMENTATION

In order to implement our intent, we have:

- A progressive scheme of work, Hamilton Trust, that consolidates and builds on previous knowledge
- A scheme of work that focuses on specific and relevant vocabulary
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum
- Planned opportunities for homework tasks to consolidate and extend knowledge and skills
- Teachers who regularly monitor teaching and learning, ensuring a consistent approach
- A focus on instant feedback, where teachers work with children during lessons to assess and move on
- Teaching that ensures progression of work, matching the individual needs of the child to their next steps
- Embedded a structure process through which to learn new concepts – concrete, pictorial, abstract
- Small class sizes which enables individualised learning
- A link governor who liaises with the subject leader in order to monitor and improve standards
- A curriculum that meets the needs of all pupils (including SEN pupils).

IMPACT

Through implementing the above;

- Children will make at least 'good' progress in Mathematics
- Children will have a sound knowledge of place value, number concepts and a range of strategies to help them to problem solve
- Children will be able to reason mathematically
- Children will use their Mathematical knowledge across other areas of the curriculum, to enable them to know more, remember more and understand more
- Children will recognise that Maths is a facilitating subject that can help them be successful in everyday life both now and in the future
- Children will understand and apply subject specific vocabulary
- Children will have instant recall of multiplication facts and will be prepared for the Year 4 Multiplication Check