

BEECHWOOD PRIMARY SCHOOL
STATEMENT OF INTENT FOR Mathematics

Summary Statement

At Beechwood, the Mathematics curriculum is rooted in the school's underlying aims, ethos and values. It is carefully designed to equip our pupils with the knowledge, skills and understanding and attitudes that will both prepare them for the next stage in their education and enable them to live successful lives in the future.

Aims

Our aims in teaching Mathematics are that all children will:

- Ensure that all children become fluent in Mathematics, developing a conceptual understanding of different aspects of Mathematics as well as the ability to recall and apply knowledge quickly and accurately.
- Develop pupil's mathematical reasoning, with a particular focus on using mathematical vocabulary.
- Give all pupils the opportunity to regularly solve routine and non-routine problems.
- Develop positive attitudes and an enjoyment of mathematics as well as understanding the use of mathematics within daily life and the world of work.
- Develop children into resilient learners who enjoy challenge and see the value of learning from mistakes.

Key concepts and ideas

Key concepts and ideas that are revisited throughout school are:

Fluency: Fluency underpins all of our mathematical teaching and learning. The children's ability to accurately and quickly recall number facts is a key focus both within the classroom and in interventions.

Counting: Counting is part of daily lessons from nursery to year 6.

Reasoning and problem solving: Children have the opportunity to conjecture, make generalisations, develop arguments, justify and prove their findings. Both verbal and written problem solving and reasoning skills are modelled and developed throughout lessons.

Use of mathematical vocabulary: Mathematical vocabulary is taught, modelled and expected from all pupils across the school. Mathematical vocabulary is encouraged and expected across the curriculum where appropriate.

Calculations: Through the development of the calculation policy (by all teaching staff), we ensure that the methods and jottings expected in each year group are consistent and progressive.

Use of CPA: CPA through manipulatives, images and models are used to support daily teaching of mathematics.

Conceptual understanding: In EYFS, the focus is on developing a secure conceptual understanding of number that is then built on in KS1.

Rationale for the order of teaching

The Mathematics curriculum at Beechwood Primary School follows the order of progression of knowledge, understanding and skills set out in the National Curriculum for Maths.

Nursery and reception follow the EYFS curriculum (using Birth to 5 as guidance) with the conceptual understanding of number being taught in number order. Years 1-6 follow the progression set out in the National Curriculum. Each year, the time spent on particular units is planned around the cohorts needs. Previous data and information from pupil progress meetings is used so that year group colleagues can address identified gaps in pupils' mathematical knowledge that hinder their capacity to learn and apply new content. Each year group begins with work on place value and this then runs throughout all the number work done throughout the year. Across the school, a greater proportion of teaching time is spent on number work. This enables the pupils to develop their fluency so that they can apply Mathematics in a variety of contexts. Links between different aspects of maths are made throughout the year to allow optimum time to revisit concepts regularly, helping pupils to retain information.

Relevance to school curriculum aims

HIGH QUALITY DAILY TEACHING OF THE CORE SKILLS OF MATHEMATICS

All pupils have high quality daily teaching of mathematics. Mathematics is a basic life skill upon which access to the rest of the curriculum is predicated. Mathematics is taught in both subject specific and cross curricular contexts. There is a guarantee of personalised intervention programmes at group or individual level for all pupils falling below nationally expected levels.

LEARNING THAT IS MEANINGFUL, RELEVANT AND ENJOYABLE

Opportunities are given for children to work mathematically in practical situations where appropriate. In Early Years and KS1 the use of the outside area to promote mathematical understanding and exploration is used on a daily basis. All pupils in KS2 are encouraged to use and compete in the Times Tables Rockstars programme both at home and in school. Where relevant, mathematics is taught through other curriculum areas to enable pupils to see mathematics in other contexts. Mathematical vocabulary is used throughout the day in a variety of meaningful contexts.