

## Curriculum Statement for Mathematics at St. Nicholas CofE Primary School, Hurst

*“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”*

*Shakuntala Devi, Indian writer known as ‘the Human Computer’*

		
Community	Courageous Advocacy	Curiosity

### Intent

At St Nicholas, we intend to provide an ambitious maths curriculum for all pupils. We ensure that, through our curriculum planning and sequencing, maths is seen not just as a discrete subject, but as something that children should expect to use on a daily basis for real-life purposes. Content is not narrowed for any groups of pupils, rather they are equipped with the tools to gain a deep understanding and secure success. We use mistakes and misconceptions as an essential part of learning and celebrate resilience and progress. Our vision for mathematics is for children to develop as inspired, curious mathematicians, who will investigate and endeavour to resolve unforeseen, real life challenges. Although mathematics is about so much more than just numbers and rules, we believe that children should hold a firm foundational knowledge of mathematical concepts in order to be confident natural mathematicians. In this way, we will prepare our children for their future learning and life-long careers. Mathematics is a language used to express connected ideas, which we see as patterns in the world around us, in nature, music, science and technology. It is this wonder that we seek to inspire in all of our children at St Nicholas.

### Implementation:

At St Nicholas we:

- Follow the National Curriculum delivered in daily maths lessons in mixed attainment classes. This has been broken down into year group threshold concepts and objectives are then mapped onto year group curriculum breadth maps.
- Use White Rose Maths as a scheme to challenge children’s learning and thinking and supplement this with NCETM resources, as well as with “Greater Depth” resources, namely “I See Maths”.
- Follow the NCETM’s Teaching for Mastery program which provides all lessons and resources to teach daily, 15-minute, maths mastery sessions, in addition to the daily maths

session. These sessions are provided for Year R, Year 1 and Year 2 and builds a strong foundation of number.

- Aim for all children to become fluent in the fundamentals of mathematics through the use of concrete resources, progressing to pictorial models and then abstract methods of working.
- Develop our mathematical oracy expertise using sentence stems and focussing in on the understanding of relevant mathematical words and terminology.
- Teach calculation methods, which are taught in line with the school's 'Calculation Best Practice Guidance'.
- Teach problem solving, encouraging children to apply their calculation skills and wider mathematical knowledge to games, investigations, puzzles and real-life maths contexts, such as Mini-Enterprise.
- Provide additional support for those children who find areas of their year group's expectations challenging, whilst 'Greater Depth' activities are provided for those children who are secure in their year group's expectations.
- Value the importance of mathematical fluency and use a range of retrieval tasks in lessons to help children improve their confidence and retention of mathematical learning.
- Promote fluency in timetables through the use of Times Tables Rock Stars.
- Promote fluency in number facts through the use of Numbots.
- Support a greater appreciation of Maths amongst children through multi academy trust challenge days for KS2 children.

### **Impact:**

Through our Mathematics curriculum, our children will develop an enjoyment and curiosity about maths, regardless of their attainment or background. Our children will be equipped with the fluency, reasoning and problem-solving expertise that will enable them to be numerate and mathematically creative members of society. Children at St Nicholas will leave school at the end of Year 6 so that they are secondary ready to continue their onward mathematical learning.

### **Assessment**

Assessments of the children's mathematical knowledge and understanding is ongoing throughout the year. We use teacher assessment of children's mathematical learning and record this data on Target Tracker for ease of pupil attainment and progress analysis and monitoring. As well as this, the maths subject leader and members of the SLT complete termly lesson visits and 'book-looks'. Every half term, teachers record each pupil's mathematical progress and attainment. Assessment includes observations, discussions and written outcomes, including half-termly summative assessments. Regular Pupil Progress Meetings, held with the SLT, allow us to discuss the mathematical learning of all pupils in school. Progress and attainment are reported to parents during parent's evening appointments and in annual reports that are sent home.

### **Psalm 90:12**

**"So teach us to number our days that we may get a heart of wisdom."**

