

THE VAYNOR CURRICULUM

MATHEMATICS ONE PAGE OVERVIEW

“Inspired to be the best that I can be!”



INTENT:



Love for Learning:

All children will develop a love for Maths with teachers being explicit with why each concept is taught to them. They will build on prior knowledge and make connections which will increase their confidence and resilience. A purposeful maths education will develop and love, appreciation and curiosity for the subject.



Enquiring Minds:

Questions will be posed in a range of different contexts and representations to deepen children's understanding and develop their interests further. Children will reason, prove/disprove statements and develop arguments for justification, using mathematical language.



World Wise:

Children will be taught a maths curriculum which engages with real life contexts and problems, highlighting the importance of the subject. A curriculum which prepares them with the knowledge to succeed in a world full of mathematical experiences.

To ensure progression throughout each year group, Maths has been divided into specific concepts. By doing this, our children build on previous mathematical knowledge and skills taught and each year.

CORE CONCEPTS IN MATHS

| | | |
|----------------------|--------------------------------|---------------------------|
| Number / Place Value | Addition / Subtraction | Multiplication / Division |
| Fractions | Measurement | Geometry: Shape |
| Statistics | Geometry: Position & Direction | Algebra |

| VAYNOR VALUES | LEARNING SUPERPOWERS | |
|---------------|----------------------|--------------|
| RESPECT | | |
| HONESTY | Challenge Taker | Motivation |
| KINDNESS | Resilience | Independence |
| FORGIVENESS | Confidence | Creative |
| HAPPINESS | Empathy | Inquisitive |

IMPLEMENTATION:

Maths is taught in a sequential and purposeful manner. There is a motivation to teach lessons which are linked to everyday life so children understand the why. Learning is engaging and focussed on ensuring that the children have the numerical foundations embedded so that they can apply them to the next phase of their learning and deepen their understanding. Children are encouraged to identify patterns and spot connections, building on what they already know.

How Maths is mapped across the school:

OUR BIG IDEAS

| Term | EYFS | Year 1 | Year 2 | Year 3 | Year 4 |
|--------|---|--|---|---|---|
| Autumn | Matching / Sorting Number Sense (5) | Place Value (20) + / - within 20 | Number / PV + / - | Number / PV + / - | Number / PV + / - |
| Spring | Number Sense (10) Measures | Place Value (50) x / ÷ Fractions | x / ÷ Fractions Geometry: Shape | x / ÷ Fractions Geometry: Shape | x / ÷ Fractions Geometry: Shapp |
| Summer | Shape + / - within 10 Doubling / Sharing | Place Value (100) Geometry: Shape Measurement | Statistics Measurement Geometry: P & D | Statistics Measurement Geometry: P & D | Statistics Measurement Geometry: P & D |



Approach to Learning:

Assessment for learning is at the heart of the maths curriculum which is provided to our children. Ability is not a fixed state and children are given a diet which meets their academic needs. Learning for the core concepts highlighted in bold, begins with a pre-assessment for teachers to establish what the children already know. Planning for this unit begins here. When possible, concrete resources are provided to develop children's understanding and allow them to experience the maths. Through varied fluency and regular practice, the aim is for children to become fluent within the fundamentals of the subject which subsequently leads to the ability to recall number facts and knowledge, at pace. This should also be improved through engaging elements such as games and songs. Once fluent the children reason, explaining their thinking using a range of mathematical vocabulary, articulating their generalisations and justifications. Finally, the children will then apply their knowledge and understanding through a range of problem-solving activities. All of this concludes with a final assessment, evidencing their progress. **Engaging, sequential and purposeful learning.**

Approaches to Recording:

- Concrete experiences so children can 'see' the maths
- Sequences of learning evidenced in children's books.
- Opportunities to link maths across the curriculum (MAC)

Monitoring:



- ✓ Planning scrutinies, book trawls, pupil discussions and lesson observations
- ✓ Moderations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD.

IMPACT:

Maths Impact Measures

Regular retrieval practice is used to begin lessons to help consolidate previous learning. Times tables are part of morning tasks, continuous provision and weekly tests to ensure that quick, mental recall is prioritised within the maths curriculum. A well sequenced, tailored curriculum ensures that the children become fluent mathematicians who are able to reason and solve problems, leading to improvements in the percentage of children achieving age related expectations.

Tracking and Recording Assessments

Teachers assess if children are on track to achieve EOY targets half termly and formally assess progress at the end of each term. Pre- assessments to begin each concept, inform teachers where to begin planning from. The same assessment at the end shows teachers and children their progress and what they can now do.