

Our Curriculum for Mathematics

INTENT

School Vision:

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

Subject Curriculum Vision:

In Mathematics, we aim to equip all pupils with the ability to think independently in applied and abstract ways. By finding connections, children can learn to reason, solve problems and assess risk. We want our children to see maths as a creative and powerful discipline, with its own unique language. We will provide all children with a high-quality mathematics education, to be used as a foundation for understanding the world. We will support children in developing the ability to reason mathematically. We want them to grow a love and appreciation for the beauty and power of mathematics, and an instilled sense of enjoyment and curiosity about the subject.

Our Curriculum for our Context:

Totley All Saints is situated in a semi-rural setting on the edge of the city of Sheffield and close to the Peak District. Our school is a smaller than average school with 212 pupils on roll aged 4-11 yrs. The ratio of girls to boys is higher than the national average & the proportion of pupils eligible for free school meals is much lower than average. A lower than average number of pupils come from minority ethnic backgrounds & the school is predominantly White British. The school now has a near to average number of children categorised as SEN with Support as well as children with a Statement of SEN or EHCP. Pupils typically enter FS2 either below or at least in line with national in Reading, Writing & Maths.

Our Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental wellbeing, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

IMPLEMENTATION

Aims of the National Curriculum:

The aim for Maths in the national curriculum is for pupils to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The national curriculum for Maths aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning Experience	Resources	Links with other Subject Areas
What is the breadth of experience provided for our children?	What resources are used to support the teaching & learning of this subject?	What links are made between this & other subject areas?
<ul style="list-style-type: none"> • Quality First teaching: variety of teaching styles, varied stimulus • Quality Resources: a wide range of practical maths equipment, computers, iPad's, online resources & programmes, schemes of work, text books • Visits/Visitors: eg. Happy Puzzle Company • Experiences: Maths club (teacher led), Maths Week, regular use of our local surroundings, Maths quiz SHU, TTRockstars, 5-a-day, Big Maths regularly each week. 	<ul style="list-style-type: none"> • Varied resources to support all Maths objectives in a practical and engaging way (e.g. clock faces, dice, Cuisenaire rods) • Numicon • Base 10 • Published schemes/materials (White Rose, Numicon, Big Maths) • Online resources & programmes (TTRockstars, Maths Prodigy) • Published schemes (Numicon, White Rose, Target Maths) • Self and teacher assessment materials • Pre-learning tests • Calculation posters/policy • Bar modelling posters. 	<p>Links are made with other subject areas wherever possible & maths skills are often taught via other subject areas, particularly science and computing.</p>

Planning & Sequencing of Knowledge & Skills

See Appendices.

IMPACT

Assessment	Monitoring & Evaluation	Long Term Memory
How is this subject assessed?	How do we know we have been successful?	How does this subject impact on long term memory?
<ul style="list-style-type: none"> • Teacher assessment • Pre-learning tasks • Formal assessment – end of unit and end of year • Marking 	<ul style="list-style-type: none"> • Lesson observations • Work scrutiny • Discussions • Timetables • PDM's • Data analysis 	<ul style="list-style-type: none"> • Revision & recapping • Success Criteria • Feedback to children • Repeated recall • Curriculum Displays • Links & connections with other subject areas plus old & new knowledge • Discussion • Passports to success
Readiness for Next Stage of Education	Promotion of Social Mobility	Promotion of British Values & SMSC
How does this subject prepare our children for the next stage of their educational journey at secondary school & beyond?	How does this subject promote social mobility?	How does this subject promote British Values & SMSC?
We endeavour to ensure that the sequence of content enables our	Our aim is that no child is disadvantaged by their background	Through our rich & varied curriculum, we ensure that our

<p>children to progress whilst they are with us but also to provide the building blocks necessary to build on at secondary school & their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience & character.</p>	<p>situation & that, as a school, we provide everything that a child needs so that there are no gaps in mathematical learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of resources, regular opportunities to engage in practical mathematical investigations and exposure and opportunity to use the correct mathematical vocabulary to express themselves. We believe that the language of mathematics should have no social or economic barriers.</p>	<p>children are well equipped for life in modern Britain &, through subject linkage have an excellent understanding of Democracy, the Rule of Law, Responsibility & Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &, as a result, pupils thrive – enjoying their lives, learning & want to make a difference for others.</p>
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Appendices

Planning & Sequencing of Knowledge & Skills

How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.