

Curriculum INTENT: Mathematics

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage and fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities.

'Be kind, never give up and work together.'

The intent of our mathematics curriculum is to provide pupils with the numeracy skills that they will need in their future lives, developing a mathematical curiosity. We want pupils to make meaningful connections across mathematical ideas to develop fluency, reasoning and competence in solving increasingly sophisticated problems. We will foster confidence and perseverance in mathematical enquiry so that pupils are determined to seek solutions to a range of challenges and ensure that they have the necessary vocabulary to reason and explain their mathematical thinking. Through enquiry and creative problem solving, children will learn to love challenge and build skills in collaboration, reasoning and thinking.

Our mathematics curriculum is underpinned by the National Curriculum, following the Hampshire Phase Model which is cyclical, allows for interweaving and reflection which enables us to return to concepts to further embed knowledge and understanding across many different contexts.

In Early Years, our pupils develop a strong grounding in number so that all pupils develop the necessary building blocks to excel mathematically. Pupils should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Our Curriculum BIG ideas

Conflict

Diversity

Environment

Our Core Values

Love

'Let all that you do be done in love.'
1 Corinthians 16:14

Courage

'Be strong and courageous for the Lord your God is with you
wherever you go' Joshua 1:9

Fellowship

'If we walk in the light as he is in the light,
we have fellowship with one another...' 1 John 1:7

Our Dispositions for Learning

Creativity

Reflection

Perseverance

Enquiry

Collaboration

Connection

Thinking outside of the box and responding to thinking and learning in different ways.

Thinking about and looking back on learning to decide how it went and where to go next.

The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.

A way of finding out. Asking questions and wanting to find out answers.

Working together to get a job done. Working together, co-operation and communication are essential when collaborating.

Linking the building blocks of knowledge and skills together to create new understanding.

Curriculum IMPLEMENTATION

The National Curriculum for mathematics 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 non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Chawton, we:

- Plan clear learning journeys for pupils through each unit of work, all pupils experience a broad and balanced mathematics curriculum.
- Mathematics lessons are taught daily through varied small group and mixed ability whole class lessons.
- Key vocabulary is modelled and explicitly taught to the pupils to encourage understanding and mathematical dialogue; there is an expectation that pupils will use the language of mathematics within their reasoning and explanations.
- using High Quality Inclusive First Teaching, children are given opportunities to use concrete, pictorial and abstract approaches to support their learning and understanding. There is a clear Progression of Skills for each domain which ensures a clear development of skills and knowledge across the school.
- give pupils regular opportunities to retrieve known facts to embed knowledge into their long-term memory; these strategies to support learning are highlighted to the children as part of our High Quality Inclusive Teaching so that they begin to understand what makes them a successful learner.

- ensure pupils see the purpose of mathematics across the curriculum, mathematical skills will be reinforced in other subjects and interdisciplinary links will be explored. All pupils are provided with regular and ongoing opportunities to reason mathematically. Pupils will be given a variety of experiences, both in and outside of the classroom, to apply their mathematical learning and knowledge in order to long term connections.
- as part of High Quality Inclusive First Teaching, formative assessment is carried out during lessons and learning is adapted accordingly, both in the lesson and in the planned sequence of lessons. There are regular opportunities throughout the year to assess pupils against Age-Related Expectations which support teachers in planning next steps for mathematical learning.
- give pupils who require additional support to master the curriculum, have further opportunities to revisit and develop their learning.

<p style="text-align: center;">Planning</p> <p>We follow the HIAS maths unit plans, which are derived from the long and medium term plans which have been written for mixed age classes. This ensures an interwoven cyclical approach so that children revisit and build on prior knowledge throughout the year. This is supplemented by the HIAS Planning Toolkit for our children who are not on track to achieve Age Related Expectations.</p>	<p style="text-align: center;">Home Learning</p> <p>From year 1, children have access to MyMaths to consolidate and complement their learning in the classroom. It is also used as a pre-teaching tool to ensure that children have the knowledge and vocabulary ready to access the learning. From year 1, children also have access to Times Tables Rock Stars to help build their confidence and fluency in this aspect of the mathematical curriculum.</p>	<p style="text-align: center;">Mathematical domains and Conceptual Understanding</p> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.</p>
<p style="text-align: center;">Provision for SEND pupils</p> <p>When planning each learning unit, teachers provide suitable learning challenges as part of High Quality Inclusive First Teaching. These respond to pupils' diverse learning needs, and support them in overcoming potential barriers to learning. and assessment for particular individuals and groups of pupils. Teachers ensure that they provide an inclusive learning environment; a mathematical curriculum which includes multi-sensory approaches, and where necessary, children have access to additional adults and resources to support with this.</p>	<p style="text-align: center;">Outdoor Learning</p> <p>Children will use the outdoor areas in school and in the village to support their mathematical learning outdoors. Teachers use 'Teaching the National Curriculum Outdoors' to support the children's mathematical learning outdoors. This is often very practical and gives children the opportunity to practise recall and apply in cross-curricular contexts.</p>	<p style="text-align: center;">Cross-curricular</p> <p>Through our Learning Quest approach, children will learn to understand and apply the strong links between mathematics and all other aspects of their learning – especially science, music and geography. They will refer to their mathematical knowledge in other areas and develop fluency, reasoning and problem solving skills.</p>

Curriculum IMPACT

The impact of our mathematics curriculum is that all pupils are confident mathematicians who can confidently speak, think, calculate and reason about the subject. Pupils are engaged with their mathematical learning and naturally make connections within the subject and to the wider world. When tackling problems, pupils can select from a range of strategies to enable them to accurately and efficiently solve problems. At the end of each year, the majority of the pupils will be working at Age Related Expectations and some will have progressed further and achieved greater depth. Pupils secure long-term, deep and adaptable understanding of maths which they can apply in different contexts. Children are well prepared for the next step in their mathematical learning journey.

Our attainment at the end of EYFS, KS1 and KS2 is above that of both Hampshire (LA) and above national average.

Governors, through the Governor Monitoring Plan and Subject Leader Reports, evaluate the work of subject leaders in ensuring that the quality of teaching and learning across the school is at least good. They ensure that pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.