



LIFTON PRIMARY SCHOOL

Statement of Intent for Mathematics

Intent

Why do we teach Mathematics? Why do we teach it in the way we do?

The intent of our mathematics curriculum is to deliver the aims of the National Curriculum through engaging and creative learning opportunities. These are designed to be accessible to all and will maximise the development of every child's ability and academic achievement. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. In addition to this, we want our curriculum to enable pupils to be educated citizens who can apply their mathematics to their everyday lives and the wider world. We intend for our children to develop their verbal and written reasoning, using rich mathematical vocabulary, and to use this to challenge their own and other's thinking.

Implementation

What do we teach? Planning.

Pupils in the foundation stage follow the programmes of study set out in the EYFS Framework. KS1 and KS2 are taught the Mathematics National Curriculum with the reference to the DfE ready to progress criteria, the NCETM curriculum prioritisation, the NCETM Primary Mastery Professional Development materials and the White Rose Maths Planning to ensure clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately, in small steps, to maximise learning for all children. Teachers reinforce an expectation that all children are capable of achieving high standards in mathematics.

In order to ensure progression for all individual pupil's needs, teachers use assessment for learning to inform future planning; identifying children who may require pre-teaching, intervention or further challenge.

What does this look like? What would you see in maths lessons?

- teachers revisiting prior learning
- clear learning intentions
- teachers modelling
- teachers using clear questioning to challenge thinking and to check for understanding
- use of mini plenaries
- engaged, confident and happy learners who know what they are learning
- mixture of independent, collaborative and guided activities matched accurately to pupil abilities

- SEND pupils supported by additional adults, different resources or differentiated activities
- use of manipulatives
- practical activities
- variety of clear visual representations
- use of stem sentences / choral speaking
- children talking and explaining (including use of talk partners)
- use of and understanding of mathematical vocabulary
- problem solving activities
- mathematical challenge
- practise / recall of number facts (all 4 operations)
- use of plenaries
- current learning on working wall

Impact

What will this look like?

By the time children leave our school they will:

be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. Children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.