Statement of Intent for Mathematics

Our School Vision

All Can Achieve
Everyone is valued and respected
Relationships grow through kindness and compassion
We appreciate the importance of forgiveness
We recognise and are thankful for the opportunities we have
We are responsible for making the most of ourselves, each other and the world around us

Intent

In Weare First School Academy the intent of our mathematics curriculum is to ensure that every child enjoys mathematics and becomes enthusiastic mathematician by developing their skills, knowledge and understanding through practical experiences that have relevance and purpose in everyday situations. It is important that children develop the skills of numeracy to become lifelong learners. They should be able to apply these skills in different situations across the curriculum and in daily living outside school. We want every child to make connections across mathematical concepts in order to develop their fluency, reasoning and problem solving skills, and to be able to apply their mathematical knowledge in other curriculum areas. We want to develop a numerate environment where mathematical risk-taking, creativity and logical thought are encouraged in order to develop independent learners. It is essential that they understand its importance in being able to function effectively in everyday life, including carrying out employment and dealing with financial matters. Mathematics is taught in fluid groups and children will change according to the on-going daily assessment of the teacher, depending on their ability to understand the concept and/or to be able to apply this independently.

Implementation

Mathematics is a core subject and is taught creatively and effectively following the planning and support from the White Rose Maths Hub and other various resources. Our planning incorporates a structure known as the six-part lesson which allows all learners to access the curriculum through the use of Concrete, Pictorial and Abstract (C.P.A.). However, where relevant, mathematics is linked to ongoing project work.

- **Well Planned Lessons:** has number at its heart and will engage children, providing all children with the opportunity to develop their Mathematical skills. A large proportion of time is spent reinforcing number to build competency; supporting the ideal of depth before breadth. We provide plenty of opportunities to build reasoning and problem solving elements into the curriculum.
- **External Stimuli** children will be given the opportunity to develop their skills and knowledge beyond the classroom by taking learning outdoors.
- **Discussion** allowing children to share and consolidate their knowledge.

Approach

We believe that all children should have the opportunity to build competency by taking the following approach.

- ***Concrete-***children should have the opportunity to use concrete objects to help them understand what they are doing.
- ***Pictorial-*** alongside this, children should use pictorial representations. These representations can then be used to help reason and solve problems.
- ***Abstract-*** both concrete and pictorial representations should support children's understanding of abstract methods.

Thoughtful Questioning allows children to share and consolidate their knowledge.

Themed Days is to provide children with a positive image of mathematics, and to contribute in a small way to changing the national attitude towards this vital and beautiful subject.

Impact

PUPIL VOICE
Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and relate this to real life purposes

EVIDENCE IN KNOWLEDGE
Children know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential.

EVIDENCE IN SKILLS
Children know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential.

BREDTH AND DEPTH
Teachers plan a range of opportunities to use maths inside and outside school.