



## Intent- we aim to...

A broad, balanced, engaging and relevant curriculum that takes into account the requirements of the National Curriculum and any other guidance documents.

Children confidently develop the basic skills of mathematics which are vital for future life opportunities

Our Mathematics Mastery curriculum has been developed to ensure every child can achieve excellence in mathematics

Children will think mathematically, enabling them to reason, solve problems.

High aspirations for everyone.

Nurturing positive attitudes and building confidence in mathematics, a deep and sustainable learning is achievable for all children.



## Implementation- How do we achieve our aims?

### Our curriculum

<p><b>Every pupil can achieve. Teachers follow the ‘I do’, ‘We do’, ‘You do’ structure when teaching.</b></p>	<p><b>Mastery teaching</b> Scaffolds are used to ensure every child can succeed in every maths lesson.</p> <p>Children are challenged via depth, not accelerated onto a new topic. Lessons are planned to scaffold for conceptual journey through the mathematics, engaging pupils in reasoning and the development of mathematical thinking.</p>	<p>Variation and explaining how you know: Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing ‘why’ as well as knowing ‘that’ and knowing ‘how.’ It means being able to use one’s knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations.</p> <ul style="list-style-type: none"> <li>• describe it</li> <li>• represent it in a variety of ways</li> <li>• explain it</li> <li>• make up his or her own examples (and non- examples) of it</li> <li>• see connections</li> <li>• recognise it in new situations and contexts;</li> <li>• make use of it in various way</li> </ul>	<p><b>Fluency:</b> Efficiently, accurately and flexibly work out calculations. Quick and efficient recall of facts and procedures is important in order for learners’ to keep track of sub problems, think strategically and solve problem.</p>
<p><b>Every child is taught the key principles of mathematics – fully inclusive teaching.</b></p>	<p><b>Mathematical thinking:</b> Children are taught to think deeply, reason and discuss, not to passively receive information.</p> <p>Making connections.</p>		
<p><b>Interventions:</b> Maths plus 1 in UKS2 Precision teaching for times tables and division facts Key vocab sent home PP/SEND/ LA prior to a unit Parent home booklet sent home after a unit for chn underachieving.</p>			
<p><b>Every child is taught the key principles of mathematics – fully inclusive teaching.</b></p>			

## What does a maths lesson look like at Grazeley?

<p><b>Review</b> – a starter that revisits previous learning, often linked to the current lesson’s objective.</p>	<p><b>A purposeful and meaningful hook to give children a purpose for learning.</b></p>	<p><b>A ‘ping- pong’ teaching style</b></p> <ul style="list-style-type: none"> <li>-Stem sentences</li> <li>-Sentence stems</li> <li>-Oral rehearsal</li> <li>-Use of the CPA model with resources which are providing the appropriate structures</li> <li>-Challenge language and questioning throughout</li> </ul>	<p><b>Independent practice – with or without adult support.</b></p>	<p><b>Bridging lessons for consolidation</b></p>
<p><b>Early Years</b></p>		<p>KS1</p>	<p>KS2</p>	
<ul style="list-style-type: none"> <li>• White Rose Maths</li> <li>• Mastering Number – daily</li> <li>• Daily activities that link to the maths input.</li> </ul>	<ul style="list-style-type: none"> <li>• White Rose Maths</li> <li>• Mastering Number</li> <li>- 4 x a week in Year 1</li> <li>- 3 x a week in Year 2</li> </ul>		<ul style="list-style-type: none"> <li>• White Rose Maths</li> <li>• Times tables are explicitly taught: games, step counting, written methods</li> </ul>	



### Impact- how will we know we have achieved our aims?

Engaged children who are all challenged.

The flexibility and fluidity to move between different contexts and representations of maths.

Each child achieves objectives (expected standard) for year group.

Children demonstrate a deep understanding of maths. Concepts or skills are mastered when a child can show it in multiple ways using different representations.

Confident children who can talk about their learning using mathematical vocabulary and talk the links between mathematical topics.