



Huntley C of E Primary School

Mathematics Curriculum

School Vision

Nurtured individuals, learning together with God's love, to live life to the full.

Core Values

Respect, Perseverance and Courage.

Living Values

Creativity, Wisdom, Compassion, Truthfulness, Generosity, Responsibility, Friendship, service, Justice, Peace, Thankfulness, Forgiveness.

Mathematics Curriculum statement of intent

At Huntley we want to prepare the children with the fundamental mathematical skills required to apply their enjoyment of mathematics to everyday life. Through our curriculum, children will be provided with a range of strategies to support them in deepening their understanding in all areas of mathematics. We would like children to feel confident and have a positive attitude towards maths by encouraging them to explore and discuss their learning using a vast range of manipulatives.

Our mathematics curriculum provides the children with a range of strategies to support them in calculating mentally and methodically, ensuring the correct vocabulary is used to support them in comprehending written problems.

By ensuring coverage of multiplication and division facts throughout our progressive curriculum, we are equipping the children with the understanding that they need to develop rapid recall.

We would like our children to feel confident in explaining their mathematical learning through oral explanations, in diagrams or written sentences by providing opportunities for reasoning and contextualised problem solving in every lesson.

Mathematics Curriculum Implementation

Coverage of the national curriculum is ensured by delivery from class teachers following a medium term plan where key steps are mapped progressively throughout each year group. The main objectives for each unit have been carefully unpicked into small learning steps which build on the children's prior knowledge from the previous year group, in order to build on the children's skills and understanding. Each year group is independently taught irrelevant of their mixed age classroom, in order to ensure that a deep understanding of the year group specific objectives are achieved.

All children begin from the same starting points in the curriculum in order to avoid any gaps in the children's basic knowledge from developing, with immediate intervention being implemented where required. All mathematics lessons are delivered with the intention to develop children's problem solving and reasoning skills. Our curriculum

ensures that every child is sufficiently challenged to further deepen their understanding.

A mastery approach to mathematics is promoted through every lesson by making sure the lessons involve a deeper-thinking element, which should consist of a reasoning and problem solving activity to encourage the children to deepen their understanding. Deepen it tasks (the deeper thinking element of the lesson) will include problem solving activities where the approach is not obvious and requires a depth of mathematical understanding and various skills to achieve it; These are usually contextualised into new or unfamiliar situations to encourage the children to apply their understanding to the wider world.

Children are encouraged to explain their reasoning verbally and effectively using appropriate vocabulary. This supports them to in being able to write coherent explanations.

The children are exposed to weekly mini arithmetic assessments every week (99 club) which encourages a competitive element but also develops rapid recall of mental arithmetic facts and their application. Children's learning is also developed at home through times tables Rockstars.

All teaching staff use a range of manipulatives and supportive resources through delivery, including bar models and part whole models, amongst other visual aids to allow for the children's continued development of confidence. Children can access these manipulatives in school whenever the children want them.

Impact- What we want the outcomes to be:

We want our children to:

- Apply their mathematical skills to areas of maths in life outside of the classroom
- Be able to recall important mathematical facts fluently which they use to support problem solving.
- Have a secure knowledge of mathematical vocabulary and to refer to these aloud and in writing.
- Have confidence to complete calculations mentally.
- Be confident and articulate when explaining and reasoning mathematically.
- Be able to recall all times tables up to 12 x 12 and their related division facts by the end of year 4.

- Be able to demonstrate resilience when faced with challenges/problems, and to carry this skill with them into secondary school and beyond.