

Mathematics Curriculum Statement



Mathematics Intent

At Hunslet Moor we believe that all children should be given the opportunity to achieve their true potential, taking into account the importance of meeting the needs of each individual child's learning, and their social and emotional needs.

We want our children to love Maths! We want them to have no limits to what their ambitions are and grow up with secure mathematical understanding which will assist them in whichever career path they take, as well as in their daily lives. In order to successfully deliver a structured, rich curriculum with a clear progression of skills, we follow the statutory requirements of the National Curriculum for mathematics. At Hunslet Moor Primary School, our approach to teaching mathematics is intended to support all of our children in becoming young, confident mathematicians; prepare them for their next stage of mathematical learning at secondary school, and to be able to apply their mathematical knowledge in everyday situations in order to be successful in life beyond school. We intend to do this, on a daily basis, through developing all children's fluency in all areas of the mathematics national curriculum; providing opportunities to reason mathematically; and also develop children's using and applying skills when solving increasingly more complex problems involving a range of mathematical knowledge.

Mathematics Implementation

- Quality first teaching is embedded throughout the school along with effective teacher modelling along with effective assessment for learning to ensure children are moved on in their learning or supported when finding it difficult.
- Mathematics is taught on a daily basis throughout the school – EYFS to Year 6. Each class in KS1 and KS2 provide a minimum of 1 hour of mathematics per day. A mix of adult led and teacher led activities are put together for children in EYFS.
- The use of White Rose medium term planning is adapted to create a bespoke curriculum designed to meet the needs of our children and to allow for opportunities for revisit and retention, ensuring full coverage of the national curriculum for mathematics and providing a broad and balanced spread of all areas of the curriculum. Teachers are confident to manipulate this planning in the short term in order to meet the needs of all of our children.
- Using prior knowledge as a starting point for all future planning and teaching, alongside the school's progression of skills and the White Rose Long term Plan, the teaching of mathematics year to year builds progressively on the skills taught in previous year groups.
- On a daily basis, children, regardless of their ability, in KS1 and KS2 are provided with opportunities to become more fluent in their learning, to reason mathematically and to solve a range of problems. By using a variety of planning resources we believe that we provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children.
- We use Times Table Rock Stars to enthuse the children in learning times tables, alongside the Ashley Down approach within Year 4.
- Calculation practice is provided regularly through morning maths starter activities to ensure children's fluency in calculation methods is embedded.
- Learning is differentiated to meet the needs of the children within the class whilst still providing each child with the opportunity to achieve the learning intentions to meet the expectations of their year group.
- Interventions are put in place, such as 'same day Maths' to support children where necessary.
- After school tuition is also in place to support Year 4 multiplications, Year 5 arithmetic skills and also within year 6 to develop end of KS2 expectations in Maths.

- Daily use of memory grids are used at the start of every lesson to review previous learning and enable children to understand how this related to their current learning. A clear explanation of prior learning is given to children so they understand the steps involved in becoming successful in their learning.
- Opportunities to collaborate in pairs or small groups are given regularly so children can learn from and support each other and develop their mathematical vocabulary.
- Opportunities for peer and self-assessment are provided weekly so children are given instant feedback in their learning.
- Cross-curricular links are provided when opportunities arise, particularly through the use of Science.
- Mathematics 'working walls' are in each classroom to provide key information and vocabulary with modelled examples to support learning that is relevant to the unit of work.

EYFS

Number fluency is continually developed within early years: our Mathematical curriculum covers 'Number and Shape, Space and Measures.' Children participate in short maths sessions daily and are given time to explore mathematical concepts, test ideas, develop their understanding and practise taught skills through play. Maths can be found in all areas of our provision and children experience it in a purposeful and meaningful context within their play and daily routines. Our water play, construction areas and role play are just some of the areas in which children can explore number, shape, space and measures. Children are encouraged to use their mathematical understanding and skills to solve real-life problems and practitioners are trained to identify and extend opportunities to nurture this.

Mathematics Impact

The teaching and learning of mathematics will lead to good or better progress over time across all key stages relative to each individual child's starting point. Our well planned sequence of learning is designed to support children to develop and refine their mathematical skills and prepare children to become successful for their future by leaving our school at least at the expected standard for their age.

At Hunslet Moor Primary School, we believe that our rich and broad mathematics curriculum is successful when a mathematical concept or skill has been mastered, when a child can show it in multiple ways; using the mathematical language to reason and explain their ideas with increased confidence, and can independently apply their knowledge or concept to a range of new problems.

Examples of this include:

- Children demonstrate quick recall of facts and procedures. This includes the recollection of the times tables.
- Show flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in mathematics.
- Children show confidence and resilience that they will achieve.
- Children show a high level of pride in the presentation and understanding of the work.