Mathematics Intent Statement

The intent of our mathematics curriculum is to design a curriculum which is accessible to all and will maximise the development of every child's ability and academic achievement. We aim to deliver lessons that are creative and engaging. As a federation, we have identified that we need to develop children's number sense and basic mathematical skills so we have made this a specific focus. Children from Reception to Year 3 access daily Mastering Number sessions to teach and consolidate these vital skills. All children in KS1 and KS2 learn and practise multiplication facts daily, as specified by our whole-school timetable.

Fluency is promoted in all areas before moving the children on to applying this fluency in problem solving and reasoning activities. Reasoning and problem solving has been previously identified as an area for development and so is incorporated into every lesson where appropriate. We have created our own planning sequence and small steps using the NCETM and White Rose Maths progression documents as guidance. This sequence and small steps have been designed for our school to facilitate teaching in mixed-age classes and so that our children re-visit and consolidate taught knowledge throughout the year. Teachers also use 'gap analysis' from tests which the children complete termly (three times a year) to help tailor their planning to meet their children's specific needs.

We are teaching a broad and balanced Maths curriculum to enable children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge across and beyond the curriculum and develop an understanding that maths is essential to everyday life. We do this by providing opportunities for children to apply their knowledge and skills within their community. As our pupils progress, we intend for our pupils to be able to have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.