

HADY PRIMARY SCHOOL MATHS INTENT

At Hady, our intent is that our learning in Maths will provide a deep, long-term, secure and adaptable understanding of the subject of Maths. Our curriculum aims to help our pupils, over time, achieve mastery of the subject.

In EYFS we use materials from White Rose scheme that are organised into key concepts which build a platform for moving onto the National Curriculum in Year One.

In line with the National Curriculum objectives for Mathematics we follow the White Rose Scheme across Years One to Six. Progression is in small steps and with clear end points.

We believe that our pupils deserve a creative and ambitious mathematics curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for everyday life and their future working life. At the heart of the mastery approach is the firm belief that all children can succeed in Maths and the belief that you are either 'good' at Maths or 'not good' is debunked.

Our mathematics curriculum will give students the opportunity to:

- Become **fluent** in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason** mathematically by following a line of enquiry, inferring relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.
- Use **mathematical vocabulary** to reason and explain their understanding.

The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make **rich connections** across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We follow the White Rose maths scheme, with Deepening Understanding used to extend fluency, reasoning and problem solving. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should

always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

The National Curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

We expect and encourage children to use mathematical language to describe, discuss, examine, justify and synthesise. Children discuss mathematical concepts and approaches and share their ideas and approaches while using the correct terminology.

We believe in making mathematical learning come alive within a real-life context and endeavour to make sure that the children realise the subject is essential to everyday life and financial literacy. Irrespective of year group, we want our children to have the ability to reason mathematically and have an appreciation of the beauty and power of mathematics, whilst embracing a sense of enjoyment and curiosity about the subject. We strive for all to be actively engaged in their own learning, to be motivated and eager and to achieve and attain to their full potential in Mathematics.