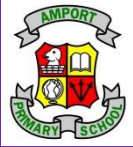


Amport CE (Aided) Primary School



COURAGE COMPASSION RESPECT
Intent Statement

Mathematics

Intent	
To teach a rich, balanced and progressive curriculum using maths to reason, problem solve as well as demonstrating fluent conceptual understanding.	
<p style="text-align: center;"><u>Implementation</u></p> <p>Every class from EYFS to Y6 follow the White Rose scheme of learning which is based upon the National Curriculum.</p> <p>White Rose small steps are followed, and each class is taught following the single year group planning.</p> <p>Each lesson will include elements of fluency and reasoning and problems solving either through individual work or class/group discussion.</p> <p>Doodle Maths is used across the school from EYFS as a homework tool to support development of fluency and quick recall of number facts</p> <p>White Rose resources will be predominantly used; however, will be supplemented with other resources such as NCETM and NRICH as well as 'dip and pick cards' and for KS1 primary star education resources.</p> <p>Resources and equipment audited regularly so that children have materials of high quality and accuracy to support their learning.</p> <p>Fluency is developed through repeating, reinforcing and revising skills. This is done</p>	<p style="text-align: center;"><u>Impact</u></p> <p>By the end of Y6 our children become fluent in the fundamentals of mathematics. They can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. They can solve problems by applying their mathematics to a variety of problems.</p> <p>Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.</p>

<p>through retrieval questions within the maths lesson.</p>	
<p style="text-align: center;">Intent</p> <p style="text-align: center;">The structure of the mathematics curriculum across the school shows clear progressions in line with age related expectations.</p>	
<p style="text-align: center;"><u>Implementation</u></p> <p>Staff subject knowledge and knowledge of individual children allows the maths curriculum to be delivered successfully.</p> <p>Curriculum maps are based on the White Rose yearly overviews which sets out the curriculum in blocks enabling children to get to grips with different areas of maths through extended periods of time.</p> <p>Teachers implement the schools agreed calculations policy in written and mental calculations</p> <p>End of unit and end of term assessments along with continued teacher assessment allow teachers to gather an understanding of pupils knowledge skills and next steps.</p> <p>Interventions are in place for those who fall behind in maths, including daily maths catch up sessions.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils use acquired vocabulary in maths lessons. They have the skills to use methods independently and show resilience when tackling problems.</p>
<p style="text-align: center;">Intent</p> <p style="text-align: center;">Children gain an in depth and secure understanding of mathematical concepts</p>	
<p style="text-align: center;"><u>Implementation</u></p> <p>We implement maths through high quality teaching delivering appropriately challenged work for all children.</p> <p>Each class have a range of mathematical resources which are universal across the school. These resources provide children with the opportunity to use concrete equipment to develop their understanding of maths.</p> <p>Once children have grasped a concept using concrete equipment images and diagrams are used (pictorial) before moving to abstract questions.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and relate this to real life purposes.</p> <p>Children show confidence and believe they can learn about a new maths area and apply the knowledge and skills they already have.</p>

<p>Children are familiar with resources and can access them independently. Beech Class and Willow Class have a maths resources table which contain appropriate resources for the maths unit being taught.</p>	
<p><u>Intent</u> <u>Children will leave school being able to fluently recall their times table and division facts</u></p>	
<p>Doodle Maths programme used for homework throughout the school allowing children to practise and improve on quick recall of number facts</p> <p>Timetables checks started from Year 1. Timetables practice set as homework from Year One. Checks include related division facts.</p>	<p>Children demonstrate a quick recall of facts-multiplication and division which can be used to solve problems.</p>