

Mathematics Curriculum

Intent, Implementation and Impact



Intent

Our Mathematics curriculum is designed with the intent that all children will become competent mathematicians, equipped with the automaticity and the maths skills required to thrive in later life. We foster positive 'can do' attitudes and believe that all children can achieve in mathematics. It is our aim for children to become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. We intend for children to be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication. It is our goal that all children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

Implementation

Our curriculum follows the NCETM Teaching for Mastery approach and Mastering Number programme, which we have aligned to the National Curriculum. Based on effective research, the mastery approach plans for small steps which allows children to make connections in their thinking in order to build a deeper understanding. Our maths curriculum sequence is cumulative and allows for consolidation of learning to ensure children make connections and draw upon prior learning ensuring it is progressive throughout school. We offer an ambitious curriculum that provides children with the skills and knowledge to become confident mathematicians. Language development is an essential part in all our maths lessons, and by using precise mathematical vocabulary and stem sentences, this offers the children a scaffold to develop and articulate their mathematical thinking. Great importance is placed upon mathematics as it is an area of knowledge that children will require throughout their lives.

EHLT adopted a mastery approach to the teaching and learning of mathematics in 2023 across two year groups. The rationale behind adopting our approach to teaching mathematics lay within the NCETM Maths Hub Programme as well as the 2014 National Curriculum, which states:

- The expectation is that most pupils will move through the programmes of study at broadly the same pace.
- Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems.
- Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Impact

Learners will make progress over time, from Early Years to the end of Key Stage 2, achieving Age Related Expectations. Clear, progressive calculation policies and planning systems including monitoring will enable teachers to organise and deliver high quality lessons ensuring all pupils can have the opportunities to achieve in all areas of mathematics. During the learning process, learners will develop their independence and realise the value of mistakes in the learning process showing perseverance to overcome more complex mathematical challenges and succeed. Learners will develop and embed a range of number calculations including fractions, decimals and percentages enabling them to use formal written methods accurately as well as developing their mental strategies. They will be able to use these skills in everyday life situations resulting in learners becoming confident, fluent young mathematicians equipped with the skills to answer a range of mathematical questions and set them on the right path to continue their mathematical journey into secondary school and beyond.