**Wynstream Primary School – Mathematics Curriculum Statement**

|  |
| --- |
| **Intent** |
| The principle aim of Wynstream’s Mathematics curriculum is to equip children with the cultural capital and mathematical skills and knowledge they require to succeed in the next phase of their education and beyond. It is designed to allow children to gain a firm understanding of the fundamentals of maths and be able to recall and apply their learning to increasingly complex problems. This is achieved through increasing their fluency skills before applying this understanding to reasoning and problem solving in line with the requirements of the national curriculum, through following the White Rose Maths Hub scheme. Our curriculum is ambitious, provides the building blocks necessary for children to move onto the next stage of their learning and fully embodies our school’s core values. Mathematical concepts are represented using a ‘concrete, pictorial and abstract approach’ allowing children to develop confidence and a solid understanding to aid the application of those skills later. Alongside this, arithmetic and basic maths skills are practised regularly to embed learning and allow children the opportunity to recall knowledge and see links between topics of learning. |
| **Implementation** |
| Our implementation approach is based on the most current cognitive research. A variety of memory retention strategies are routinely used to support the transference of information from working to long term memory.Counting, basic number skills, an understanding of number, times tables and division knowledge and calculation methods are taught along with all other areas of maths within the national curriculum across all year groups.**In the Early Years,** mathematics is comprised of 2 strands: number and numerical patterns. Children learn to build a deep understanding of numbers and counting, subitise up to 5 and know number bonds to 10, including comparing quantities and exploring and representing patterns. They are given the opportunity to explore maths through creating a learning environment which allows children continuous opportunities to apply their maths in a variety of contexts and play situations, and exposing them to a range of concrete pictorial and abstract representations. A dedicated maths area ensures children have access to a variety of resources and activities which embed those skills taught. There is also a dedicated maths learning display to support representing maths concepts in a variety of ways. Alongside this, in EYFS, maths stories are used in their learning to provide hooks for the children and teaching assistants are provided with a toolkit to support children’s use of mathematical vocabulary. Through explicit teaching of maths alongside a range of activities included within continuous provision, children are provided with the building blocks to take through to their learning in KS1.**By the end of KS1,** children will have started to build their understanding of number along with other areas of maths as required by the national curriculum. They will begin by using a range of concrete objects and activities to secure an understanding of number before moving onto applying their understanding to a range of simple problems and be confident using a range of physical resources and informal jottings to represent their understanding. **In KS2**, our spiralled curriculum provides children with multiple opportunities to consolidate and further develop their understanding of number and the other areas of maths which they have acquired in KS1, through a range of strategies including morning maths, Flashback 4s and arithmetic quizzes in addition to daily maths teaching. **In lower KS2**, there is a focus on the recall of times tables and division facts as well as applying their knowledge across all areas of maths to fluency, reasoning and problem solving activities. **In upper KS2**, as they apply their knowledge to larger numbers and more complex problems, children create links between different areas of learning and build on their understanding. Number and calculation are vital components of our KS2 curriculum, however, we ensure that all children are exposed to learning across the curriculum, highlighting links between previous and new learning to develop strong links between knowledge and application of skills. Children must leave our school with the ability to recall mathematical facts and apply them to a range of situations which are useful in the real world. |
| **Impact** |
| The primary aim of our mathematics curriculum is to produce confident and resilient mathematicians, with a sound understanding of number and a high level of calculating fluency, who can apply their leaning to a variety of academic and real-world mathematical contexts. Through practise and repetition, we aim for children to demonstrate quick recall of known facts and procedures, including but not limited to number bonds, multiplication and division facts and a range of methods for calculation. At Wynstream, we use a variety of strategies to measure the extent to which we are effectively implementing our curriculum. Firstly, teachers use assessment within each lesson, giving children the opportunity to work independently to apply their knowledge to a range of tasks set. At the end of each unit of learning, children complete end of block assessments to assess their ability to apply their learning to a range of different questions. Teachers can then pick up on misconceptions and fill those gaps during interventions. Termly, children complete NFER or SATs tests to gain an overall understanding of their knowledge of a range of areas of the curriculum, allowing teachers the opportunity to decide which areas need to become a focus during the next term. Pupil voice is also an ongoing form of assessment, allowing children to articulate their learning, knowledge and understanding. |