

### Intent

At Winthorpe, we believe that Maths is an incredibly important and valuable part of children's development throughout school. We recognise that Maths underpins much of our daily lives and as such, our Maths curriculum is designed to provide extensive learning opportunities for all children so they can achieve their full potential and develop a life-long love of learning for the subject.

Throughout our daily Maths teaching, we intend to:

- Support all children to explore and achieve their full potential to set them up with the necessary skills and knowledge to be successful in the future.
- Provide exciting and stimulating lessons which cater for the needs of all individuals and create a **happy** learning environment.
- Support children to make connections across mathematical concepts to develop fluency, reasoning and competence by being **hardworking and ambitious**.
- Provide a platform that builds children's **confidence** and resilience in Maths in order for them to achieve their potential.
- Provide varied opportunities for pupils to apply their mathematical knowledge across other subjects and real-world experiences.

### Implementation

At Winthorpe, Maths lessons are taught daily using the expectations outlined in the National Curriculum to ensure curriculum coverage and progression from EYFS to Year 6.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number</b>	Place Value + - x ÷ Fractions	Place Value + - x ÷ Fractions	Place Value + - x ÷ Fractions	Place Value + - x ÷ Fractions Decimals	Place Value + - x ÷ Fractions Decimals Percentages Negative numbers	Place Value + - x ÷ Fractions Decimals Percentages Ratio Algebra
<b>Measurement</b>	Money Length and height Mass and volume Time	Money Length and height Mass, capacity and temperature Time	Money Length and perimeter Mass and capacity Time	Money Length and perimeter Area Time	Perimeter and area Converting units Volume	Converting units Area Perimeter Volume
<b>Geometry</b>	Shape Position and direction	Shape Position and direction	Shape	Shape Position and direction	Shape Position and direction	Shape Position and direction
<b>Statistics</b>		Statistics	Statistics	Statistics	Statistics	Statistics

Maths lessons are taught with support from the White Rose (WR) Maths Scheme; a carefully ordered system that builds upon prior learning in small, manageable steps. Teachers refer to WR to support planning and assessment as well as other avenues to ensure the curriculum is well-suited to each class.

We implement Maths using:

- Concrete, Pictorial and Abstract Learning – children engage with a range of concrete manipulatives, pictorial representations and abstract methodologies. Concrete and pictorial representations scaffold and strengthen understanding and are used from EYFS to Year 6.
- Fluency, Reasoning and Problem Solving – opportunities are provided for children to consolidate their learning and apply what they have learnt in new situations. These verbal and written opportunities may be completed independently, within a guided group or as a whole class activity.
- Regular arithmetic practise – from Year 1, children practise their arithmetic skills daily.
- Quality mathematical vocabulary – sessions include quality vocabulary to build understanding and address misconceptions. Children are encouraged to use correct vocabulary as often as possible.
- Fluent Times Table Recall – children from Year 2 practise their multiplication and division facts regularly and engage in low-stakes testing and quizzes as part of the Times Table Rock Stars programme.

### Impact

The impact of our Maths curriculum is demonstrated by the children:

- Talking enthusiastically about Maths and applying their learning outside the classroom.
- Using appropriate mathematical vocabulary with confidence, ease and accuracy.
- Showing a high level of pride in the presentation of their work.
- Demonstrating a quick recall of multiplication and division facts and applying their knowledge to other aspects of the Maths curriculum.
- Mastering and applying mathematical concepts and skills - demonstrated when they can show a concept in multiple ways, using mathematical language to explain their ideas and independently apply the concept to new situations.

These intended impacts are monitored and addressed by using:

- Formative Assessment – assessment for learning (AfL) is carried out in every session and feedback is given to children verbally, through self/peer assessment or marking. Teachers use AfL to adapt their planning and children are quickly identified if they need additional support or challenge.
- Interventions – same-day interventions are used to ensure all children are secure in the concept they are learning and can reach their full potential.
- Fluent Recall and Low-Stakes Quizzing – children complete regular quizzes and tests in Arithmetic and Times Tables to assess their attainment and progress.
- Summative Assessment – assessments are carried out in Autumn, Spring and Summer against the National Curriculum objectives to inform planning and monitor progress.