Mathematics Curriculum Statement

Early Years

Maths in Reception at Linacre is matched to the new EYFS Framework by focusing on a deeper understanding of numbers 1-10, with more focus on addition and subtraction facts, verbal counting beyond 20, recognising patterns, subitising to 5 and a deeper understanding of shape, space and measure. The mathematics learning that takes place is matched closely to the Early Learning Goals, using White Rose Maths and NCETM Mastering Number throughout the year, to ensure a deeper understanding of number and to encourage confident early mathematicians

Curriculum Progression

At Linacre, we use a mastery approach to mathematics to meet the individual needs of all children. Using the National Curriculum as its core, we use the White Rose Maths Scheme of Work to ensure that our mathematic curriculum provides children with the opportunity to apply their mathematical understanding in a variety of different ways.

Linacre Primary School follows a whole school long term mathematics plan which is then broken down into medium term and weekly planning. The mathematics session includes opportunities to practice and use new concepts in an engaging way and by using cross-curricular links whenever possible. Linacre follows the White Rose Mathematics Scheme which enables the children to be fluent with their Mathematics, along with solving Mathematical problems.

For each year group, the curriculum strands have been broken down into core concepts. Each concept has also been broken down into small, manageable steps. Each lesson and concept builds on prior knowledge to help children to build a robust and deep understanding of the concept before moving on. Lessons include regular checks of progress and teachers live mark to address misconceptions in the moment.

Times Tables

At Linacre, we encourage all children to succeed with their times tables and number bonds. We utilise Times Table Rockstars to aid the practice of Times Tables. Children Year 2 – Year 6 have access to this platform, and awards are given during Friday assembly to reward engagement, high scores and progress improvements. Targeted children Year 1 – Year 6 are also assigned tasks using Doodle Maths to address any curriculum areas that have been identified within the lesson.

Developing Confidence and Fluency

To ensure all children are catered for and all needs are being met, we use quality first teaching, self and peer assessment, immediate, and verbal feedback. This helps us to plan where needed and to give immediate support.

To encourage reading, communication and vocabulary, we use planned paired and shared talk with prompts and modelling of appropriate vocabulary, as White Rose Maths ensures that vocabulary is built into each lesson and taught explicitly. We use feedback to encourage justification of opinions and answers that include high-level vocabulary.

To promote development of knowledge and skills, we use a range of strengthening, deepening and challenge activities that involve fluency, reasoning and problem-solving style questions. These activities provide challenge in all areas for all groups of children, encouraging them to have high expectations of themselves.

Assessment and Monitoring

The regular checks of progress and end of block assessments throughout White Rose Maths are used to embed knowledge, inform teaching and produce next steps for children.

The progress of all children, including those with SEND and disadvantaged, is closely monitored and the curriculum is designed to ensure that any identified gaps are closed. The lesson resources are carefully adapted to ensure that they meet the needs of the children, and that they address any misconceptions that have arisen.

A teaching and assessment timeline is in place to ensure all children reach key milestones by certain dates. Pupil progress meetings take place regularly to discuss the attainment and progress of all pupils.

Intent

At Linacre, a mastery approach to mathematics has been adopted and implemented to meet the individual needs of all children. Using the National Curriculum as its core, we use the White Rose Maths Scheme of Work to ensure that our mathematic curriculum is an adventure for all children to be immersed in, get creative with, make mistakes and conquer. We teach a whole-class mastery programme that is designed to spark curiosity and excitement and build confidence in mathematics.

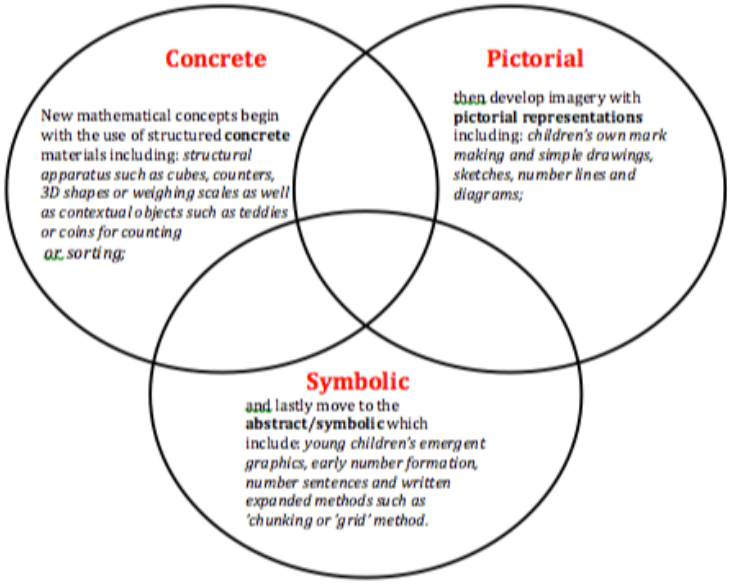
We aim to teach mathematics in a way that helps equip children with deeper conceptual understanding whilst meeting the specific needs of each child. We feel it absolutely essential that our children experience mathematics in a variety of situations and use concrete, pictorial and abstract models to develop their mathematics understanding.

We want all children to:

- **To be fluent with number.** **Fluency** means becoming fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.
- **To be able to reason - Reasoning** mathematically means following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- **To be able to solve problems - Problem solving** means applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

Leaders and Subject Leaders drive the development of our mathematics curriculum. Professional Development and coaching to increase teacher subject knowledge and expertise is fundamental to our approach. Our mathematics teaching is structured around a whole-class interactive teaching model that focuses on all children achieving. All mathematics lessons are built around a mastery approach where pupils are supported by concrete, pictorial and abstract approaches to secure their understanding.



Our mathematics teaching model is structured to help to teach concepts for longer, ensuring teaching and learning goes deeper. For each year group, the curriculum strands have been broken down into core concepts. These are taught in blocks of lessons so that sufficient time is given to developing a deep and sustainable

understanding of core mathematic concepts. Each concept has also been broken down into small, manageable steps (lessons). Each lesson and concept builds on prior knowledge to help children to build a robust and deep understanding of the concept before moving on. Lessons include regular checks of progress with same day interventions taking place where needed.

The progress of all children, including those with SEND and those in receipt of pupil premium funding, is closely monitored and the curriculum is designed to ensure that any identified gaps are closed. The regular checks of progress and end of block assessments throughout White Rose Maths are used to embed knowledge, inform teaching and produce next steps for children. To encourage reading, communication and vocabulary, we use planned paired and shared talk with prompts and modelling of appropriate vocabulary, as White Rose Maths ensures that vocabulary is built into each lesson and taught explicitly. We use feedback to encourage justification of opinions and answers that include high-level vocabulary.

To promote development of knowledge and skills, we use a range of strengthening, deepening and challenge activities that involve fluency, reasoning and problem-solving style questions. These activities provide challenge in all areas for all groups of children, encouraging them to have high expectations of themselves. To ensure all children are catered for and all needs are being met, we use quality first teaching, self and peer assessment, immediate, verbal feedback, which helps us to plan where any further or adapted support is needed.

Impact

The impact for all Linacre pupils, including disadvantaged pupils and pupils with SEND, is that they:

- can confidently recall key knowledge from current and previous areas of learning
- are fluent in calculations
- can confidently apply knowledge to their learning across the mathematics curriculum
- can recall timetables facts fluently and apply this to real life situations
- are confident in using and applying high-level vocabulary, when reasoning and explaining
- are articulate and confident to talk about a wide range of mathematics concepts
- meet or exceed age-related and national expectations
- are well prepared for the next stage of education