

All things are possible for those who believe. (Mark 9:23)

Learning together we grow in faith.

**Curriculum Statement – Mathematics**

**Intent**

Mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils at Little Heaton CE Primary School to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding. At Little Heaton, we foster positive can-do attitudes and we promote the fact that ‘We can all do maths!’ We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. Weaving through all of our mathematics teaching is a commitment to enhancing and promoting our core Christian values of perseverance, courage and creativity.

**Implementation**

We believe that all pupils can achieve excellence in mathematics and so we deliver the requirements of the National Curriculum through our teaching for mastery approach.  This way of teaching mathematics means that our teachers design lessons in a coherent and well organised way to make the learning inclusive and accessible to all.  Every child is individual and has their own creative way of thinking.

Teachers refer to the Power Maths Scheme of Learning as a guide to support planning and assessment, as well as various other avenues to ensure our curriculum is suited to and personalised for our school community and ensuring full coverage to meet the children’s needs. At Little Heaton, our maths curriculum is delivered through daily maths lessons delivered through quality-first teaching, which are engaging, fast-paced and challenging for all pupils as well as built upon prior learning and a wide variety of assessment for learning (AfL) opportunities are embedded within maths lessons to regularly assess children’s level of understanding and to move children on to appropriate challenges quickly.

We value and encourage reasoning and justification as mathematical structures are discovered, allowing pupils the chance to practice use of precise vocabulary to explain their thoughts.  We help our pupils see the mathematical structures through our concrete, pictorial and abstract approach.  As children develop in confidence, we encourage pupils to think flexibly to develop new and innovative ways to solve problems, drawing on their experiences from not just the mathematics curriculum, but from personal and wider cross-curricular experiences.

As Little Heaton, we value quick recall of basic facts so as not to overload the working memory.  Time is dedicated to learning key facts such as times tables, number bonds, prime numbers meaning pupils can work more efficiently when working on challenging activities that deepen understanding. The language of mathematics is international and its importance is universally recognised. In our school, our pupils learn technical vocabulary early as we value a common language when engaging in discussion and reflection of mathematics concepts.

**Impact**

By the end of KS2 we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. 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.