



OUR CURRICULUM INTENT THE KEYS CURRICULUM

- KNOWLEDGE AND SKILLS
- EMPOWER
- YOU TO
- SUCCEED

At Cronton CE Primary School our KEYS Curriculum is built around the National Curriculum, enriched to reflect the children and community we teach in. As a church school our Christian ethos and school values are the heart of everything we do. We believe every child can be their BEST with our **Vision statement** reflecting this.

"I can do everything through God who gives me strength"



INTENT – AIMS

Our main aims in teaching Mathematics are: To secure the three main aims of the national Curriculum

To encourage all pupil's competence and confidence in their mathematical abilities in using and applying mathematical knowledge, concepts and skills.

To develop personal qualities such as cooperation, independence in thought and action, persistence, logical and systematic thinking, imagination, creativity and flexibility.

To allow the pupil to develop mathematical language, so that they can communicate ideas, solve problems and explain results.

Confident communication of maths where pupils ask and answer questions, openly share work and learn from mistakes. Mathematics is a core subject in the National Curriculum and the learning objectives are spread through five main areas of learning called 'strands'. These give a broad overview of the Mathematics Curriculum in the Primary phase. Objectives for each year group are aligned to the five strands to demonstrate progression.

INTENT STATEMENT

At Cronton CE Primary our maths is accessible to all in order to ensure all children have access to a rich, deep, varied and enjoyable mathematical experience.

Curiosity to make mathematical statements and investigate them
The ability to **reason and problem solve** about mathematics

Have a good understanding of all the different **concrete materials** and 'choose to use' them to help with independent work

A good understanding of the correct mathematical **vocabulary** correctly and the ability to use it effectively to explain ideas, thinking and solutions

Resilience to be able to see the challenge of overcoming mistakes as important and exciting steps to learning and discovery

Perseverance in finding an answer by trying different strategies until the correct answer is found

Fluency in number bonds and times tables

IMPLEMENTATION EYFS to Y6

In Nursery, the series Numberblocks is used as basis for learning about number.

We focus on core mathematical concepts. It also enhances the continuous provision across the phase and acts as a foundation for future learning.

We use the White Rose Long term plans for each year from Reception to Year 6.

These schemes provide teachers with exemplification for math's objectives and are broken down into fluency, reasoning and problem solving, key aims of the National Curriculum. We use the Small Steps Planning to ensure that key mathematical concepts are given to support learning. They support a mastery approach to teaching and learning and have number at their heart.

Other mastery resources are used to supplement lessons such as NCTEM, Deepening Understanding, Classroom Secrets and the DFE Ready to Progress materials.

As well as the White Rose lessons, we complete an arithmetic lesson to develop fluency and practise strategies and methods. A standalone maths meeting also takes place daily to consolidate basic skills and recap on previous taught work.

IMPLEMENTATION HOW CURRICULUM SEQUENCED AND KEY CONTENT

PRIORITISED

To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). There is an emphasis placed on number throughout the curriculum, as this is the foundation that everything else is based on. For some other topics, the order isn't as crucial, e.g. Shapes and Statistics need to come after number, but don't depend on each other. We try to mix these so pupils have as wide a variety of mathematical experiences as possible in each term and year.

IMPACT

Impact is reviewed regularly through our approach to assessment. We assess through:

1. Formative Assessment
2. Summative Assessment

The development of the lesson ensures that all children have the opportunity at working within the expected level and at greater depth. This ensures that all children make good progress from their starting point. This will be shown at the end of key stage test where progress and attainment are shown to be above national.

PEDAGOGICAL APPROACH(LESSON STRUCTURE)

Maths Meetings are a vital part of our timetable. Their purpose is to consolidate key areas of maths. This five part lesson has been designed to ensure the children learn more and remember, combining recapping with learning new knowledge.

Lesson Structure

- Review and DO vocabulary
- Hook with share and learn
- Refining techniques
- Practice including deepening understanding and challenge

<p style="text-align: center;"><u>CURRICULUM SEQUENCING</u></p> <p>The curriculum is sequenced to ensure that learning is built upon over time. The long-term aim is to produce an ambitious, connected curriculum accessible to all pupils’ right through from Nursery to the end of Year 6. The curriculum covers all of the content set out within the National Curriculum.</p> <p>We want pupils to become fluent in the fundamentals of mathematics, to be able to reason and to solve problems. The White Rose curriculum embraces these National Curriculum aims, and provides guidance to help pupils to become confident mathematicians. We place great emphasis on mathematical language and questioning so pupils can discuss the mathematics they are doing, and so support them to take ideas further.</p>	<p style="text-align: center;"><u>CULTURAL CAPITAL</u></p> <p>With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. We develop cultural capital through our work with the money mentors scheme (Debt Awareness) to develop financial understanding with our pupils.</p>	<p style="text-align: center;"><u>READING</u></p> <p>Reading is embedded into our teaching of maths through our day to day practice. Through each lesson children are given problems to read which requires reading to understand the problem.</p> <p>We explore different types of questions to develop inference and explanations when answering. They also develop reading to show methods to solve a problem.</p>
<p style="text-align: center;"><u>ASSESSMENT</u></p> <p>Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children daily through;</p> <ul style="list-style-type: none"> • regular marking of work • analysing errors and picking up on misconceptions • asking questions and listening to answers • facilitating and listening to discussions • making observations <p>These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.</p> <p>Termly assessments are carried out across the school using the assessment materials for each year group provided by the NFER for year 1, 3, 4 and 5. Year 2 and 6 use previous SAT’s papers. These materials give each child a standardised score which is recorded on a termly Tracker.</p>	<p style="text-align: center;"><u>MEETING THE NEEDS OF ALL LEARNERS</u></p> <p>From EYFS to Year2, children are supported with Mastering number using Number blocks to support developing number. In all years, pupils are given pre teaching if required before the lesson to support understanding. As part of the lesson structure a review of previous learning is given to correct misconceptions and errors made before moving on. Children who need additional support within the less are supported using CPA and support.</p> <p>Some pupils receive additional support in the form of a bespoke mathematical interventions tailored to meet their needs.</p>	<p style="text-align: center;"><u>STAFF CPD</u></p> <p>LDST networking on Maths curriculum, including with ‘School Improvement Liverpool’ curriculum updates.</p> <p>Training on Rosenshine’s Principles of Instruction.</p> <p>Staff meeting on parts on reasoning and fivepart lesson</p> <p style="text-align: center;"><u>GOVERNOR COMMUNICATION</u></p> <p style="text-align: center;"><i>Our Maths Link Governor is:</i></p> <p style="text-align: center;"><i>Chris Davey</i></p>