



Mathematics



Our Mathematics leader is Mr. Climpson

INTENT

At the heart of our curriculum are our school curriculum drivers – Diversity, Responsibility and Opportunities. The drivers shape our curriculum, bring about the aims and values of our school, and respond to the needs of our community.

Our curriculum for Mathematics aims to ensure that all pupils can achieve the points below:

- Pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. As pupils progress, they will extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.
- Pupils can recall and remember key mathematical knowledge (including technical vocabulary) and build on this knowledge.
- Children have opportunities to reason, generalise and make sense of a range of problems in a wide range of contexts.
- Children can confidently use a wide range of mathematical vocabulary.
- Children can think independently and persevere when faced with challenges.
- Children understand the importance of mathematics and the role it has in adult life.

IMPLEMENTATION

At Moat Farm, we have a mathematics structure that ensures every child has the best opportunity to succeed. In order to achieve the intent statements listed above, different strategies are applied by teachers. Mathematics is taught 5 days a week and the Concrete Pictorial Abstract approach is used consistently to ensure that children have a solid understanding of the concepts taught. Within lessons, outcomes are achieved through children completing differentiated 'Chilli Challenges'. These Chilli Challenges promote independent learning and offer children a wide range of challenges in order to achieve the best possible outcomes. Each Chilli Challenge will have a range of questions to promote fluency, reasoning and problem solving. The mastery approach has been adopted ensuring that every child has the opportunity to become fluent mathematicians, who have the confidence to reason and problem solve, leading to mastery learning.

Lessons are planned and structured to ensure that all mathematical units are covered throughout the year. Units are structured strategically to enable children to build on previous knowledge and make links between different mathematical units (for example, addition knowledge is needed in order to calculate perimeter). The structure of planning is flexible: this gives teaching staff the confidence to adapt planning when needed in order to meet the needs of their children. Once areas for development have been identified, teaching staff will adapt learning journeys to address them or conduct an intervention to clear misconceptions. As well as this, misconceptions are identified through summative and formative assessments.

We value the impact of parental support, and with this in mind, we host parent workshops to show parents how to further support their children at home. Homework is also set weekly focusing on key basic mathematical skills.

IMPACT

At Moat Farm Junior School, we want our mathematics provision to impact our children in the ways listed below. We want our children to become confident mathematicians. In order to achieve that, our children will show the following:

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying maths.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new and unusual.
- The ability to think independently and to persevere when faced with challenges, showing confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- Will be fluent in mathematical vocabulary.
- Will have a commitment and a passion for mathematics.

We monitor the impact of our Mathematics provision through half termly whole school pupil perceptions, termly assessments, lesson observations and monitoring of mathematics books.

Number Day



For this year's Number Day, children and staff 'Dressed up for Digits' to help raise money for the NSPCC! They had to wear items of clothing with numbers on, in order to take part in various fun number activities throughout the day. The activities included maths trails and various problem-solving tasks.