

# Maths

## Subject Overview

### Our intent:

Our intent is that all children will learn maths in order to be successful in their current context and stage of development and to be able to go on to understand, use and apply maths at their next stage of education and throughout their pathway into adulthood and their working and professional life. Our intent is that children will flourish in maths which will enable greater abilities to think, reason and problem solve.

We believe that the most effective and successful learning comes from skilful teaching following a well defined and structured maths curriculum that enables children to learn the important knowledge and skills at each age and stage of development from the foundation stage through key stages 1 and key stage 2.

At Cawood, we have adopted a mastery approach to the teaching of maths to deepen the children's understanding and to provide a definite and clear structure for children to learn new concepts and to develop problem solving and reasoning skills. Essential to this approach are high expectations that all children can achieve deep and sustained learning. We recognise that some children will make more progress than other children, but it is **not** our intention that some children who are working at greater depth, will accelerate quickly through the curriculum but, central to our approach is that children at all stages of development are challenged to deepen their understanding of key mathematical concepts.

### We aim to:

- encourage children to enjoy mathematics
- see maths as being relevant to real life situations
- develop a sense of curiosity
- foster a positive *can do* attitude promoting the belief that 'We can all do maths!'
- understand that mistakes are a normal part of learning process.
- challenge all children to deepen their understanding

In our experience, we have found that teaching and learning in maths is more efficient and effective when the children are taught in single year groups and in smaller groups. Our teaching with a mastery approach and the consistency provided with Maths No Problem (MNP) helps and supports all our pupils to:

- become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

### Our implementation:

- Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be.
- Years 1 to 6 use the Maths No Problem scheme which ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.
- EYFS use the White Rose scheme of work and the resources provided by NCETM and Numberblocks.
- All children are taught maths for approximately an hour a day.
- We teach in single year groups for maths.
- Support is determined during each lesson to ensure secure understanding based on the needs of the child.
- Challenge is visible throughout the whole session, where children are asked to reason and prove their understanding at a deeper secure level.
- Practical apparatus is used when appropriate and needed, especially when introducing a brand new concept.

