

MATHS

We aim for pupils to experience a sense of awe and wonder as they solve a problem for the first time, discover different solutions and make links between different areas of mathematics. We aim to provide pupils with a deeper understanding of the subject through a concrete, pictorial and abstract approach.

Quality of Education: Ensure that learning meets pupils’ needs through a relevant curriculum, appropriate resources, suitable interventions and high expectations.

Learners will . . .

- Pupils develop their understanding of ways to apply maths in their environment, number concepts and calculations and an understanding of shape, space and measures.
- Pupils improve their awareness of, and observation of patterns in the environment and the ability to collect and organise information.
- This may include: money, counting, large / small, time, use of ICT, recognising coins, sorting, long/ short, exchanging, matching, heavy/ light, related functional setting, cause & effect, shapes 2D & 3D, adding, weight, take away, length, data handling – graphs, colours, sequencing, pattern & sequence, recognising numerals, capacity, positional language, more / less.
- Use concrete equipment, pictorial representations and abstract methods where appropriate.
- Pupils will experience termly ‘WOW’ moments to deepen their knowledge and understanding.
- Apply their maths knowledge and skills across all areas of the curriculum.
- To develop problem solving skills that contribute to making choices, taking decisions and gaining control over their immediate environment.
- To extend mathematical skills, experiences and understanding which allows pupils to visualise, compare and estimate. For some pupils this will be achieved in abstract as well as concrete contexts.
- To recognise symbols and mathematical representations and understand their significance in both the immediate and wider environment.
- To recognise the importance of strategies for checking or monitoring their answers to mathematical problems.
- Pupils to explore maths using structured imagery and apparatus, so that they develop understand mathematical concepts.
- Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system.
- Pupils become more confident when counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.
- Pupils work with patterns of shapes, including those in different orientations.
- Pupils can recall and use multiplication and division facts.



- Have a good knowledge and understanding of the maths curriculum.
- Know where pupils are in their pathway and their next steps.
- Ensure that **ALL** pupils are challenged.
- Model the concrete, pictorial and abstract approach.
- Plan lessons applicable to real life context and develop problem solving and reasoning skills.
- Apply Numicon to maths lessons, where relevant
- Provide opportunities for continuous provision of maths skills/knowledge throughout the year.
- Achieve depth of learning in every lesson.
- Develops pupil voice and presents opportunities for connecting with others and participative citizenship.
- Encourages pupils to establish connections, coherence, problem solving and creative thinking skills e.g. through theme based, cross curricular and / or contextualised learning.

Teachers will . . .

Inspire pupils to learn through memorable experiences and linked cross-curricular opportunities.