

KEWSTOKE PRIMARY SCHOOL- MATHS CURRICULUM CONTENT

National Curriculum Expectations KS1 & 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Intent

At Kewstoke Primary School pupils will:

- Enjoy mathematics and recognise its importance in the wider world.
- Be able to show quick and accurate recall of times tables facts and age-related facts to enable fundamental fluency in mathematics.
- Be able to calculate accurately and confidently using the four operations.
- Be able to reason in mathematics, showing correct use of mathematical language.
- Be able to systematically build on prior knowledge, understanding and experience.
- Be able to use manipulatives and representations to support their learning, demonstrate understanding and justify reasoning.
- Be able to problem solve, applying mathematical knowledge to a variety of contexts and choose most efficient methods.
- Show resilience and have a growth mindset in their approach when tackling challenging problems.
- Be able to derive answers from knowledge held in their long-term memory.
- Be able to apply their mathematical knowledge to science and other subjects

Implementation

We have adopted a mastery approach in mathematics which empowers pupils to acquire a deep, long-term and adaptable understanding of mathematics. In order for children to know more and remember more, there is an embedded structure whereby prior learning is always considered and built upon using the White Rose Maths Scheme and the small steps approach. These are supplemented by resources from a range of sources including: Classroom Secrets, NCETM, Nrich, and TimesTable Rockstars. Teachers use the White Rose Maths Scheme and sequenced small steps adapted for the needs of their class, following formative plus daily assessment. Teachers apply their subject knowledge and enable children to understand key concepts by modelling methods using manipulatives and representations, real-life, relatable scenarios and teaching through misconceptions. Purposeful questioning is also used to support and challenge learners to draw out discussion and reasoning. Independent work provides the means for all children to embed key concepts to long-term memory, develop their fluency, reasoning and problem solving. Lessons also provide the means to achieve greater depth, with children being offered rich and sophisticated problems and investigations. High ambition is clear for all children inclusively; manipulatives are available to all and purposeful questioning is used to support and challenge learners. Regular assessment is used to check children's understanding, inform subsequent teaching, and identify gaps in pupils' learning that could hinder future learning. Pre-teaching is also used where necessary to support children where necessary.