# Cleeve Prior C of E Primary School Maths Curriculum Offer

## Our vision

**Our vision is to provide a caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We will live out our Christian values of Respect, Hope, Love, Forgiveness, Trust and Honesty and strive to guide our community into leading fruitful lives, learning from Jesus's teachings, to love themselves and one another in order to achieve success.**

**Teach children how they should live, and they will remember it all their life.**

**Proverbs 22:6**

**Cleeve Prior Church of England Primary School – Learning and growing together in God's family.**

## Intent

Through a positive, caring learning environment we aim to provide the opportunity for every child to reach their full potential in Maths. Maths equips children with a powerful set of tools to understand and change the world including logical reasoning; problem solving and the ability to think in abstract ways.

Maths is important in everyday life and, with this in mind, we endeavour to ensure that all children develop a positive attitude and enthusiasm for Maths that stays with them throughout their lives. At Cleeve Prior we want to provide pupils with a curriculum and quality teaching that will produce individuals who are numerate, independent, inquisitive, enquiring and confident. Our quality teaching will be supported by a wide range of resources and manipulatives to support their learning in the style they choose.

## Implementation

Throughout the school, maths planning is based on the 'White Rose' scheme of work, which covers the EYFS and National Curriculum content for each year group/key stage but is adapted to suit mixed age classes. A clear Calculation Policy and whole school long term planning means that teachers are aware of when concepts are repeated to ensure that new learning builds on prior experiences.

Additionally, pupils are appropriately scaffolded to ensure they progress as mathematicians as they move through the school. Assessment is made through oral questioning, partner talk and whole class discussions, as well as analysis of pupils' independent written work. Formative assessment takes place daily and pupils are supported and challenged as appropriate. Pupils are also given the opportunity to self-assess and self-mark when appropriate, as well as identify opportunities for self-improvement.

Our pupils should:

- Have a well-developed sense of number and a secure understanding of place value
- A good knowledge and recall of key number facts (tables facts, doubles and halves, number bonds etc.)
- Secure mental strategies to figure out mental calculations
- A range of written calculation strategies and an understanding of which one to use and when
- A range of strategies to draw on to solve problems (including recording methods such as bar method, part-part-whole and tables)
- A confidence to estimate appropriate answers and check with other methods (including the inverse)
- A range of appropriate vocabulary to draw on when reasoning and explaining their answers. The quality of children's mathematical reasoning and conceptual understanding is significantly enhanced if they are consistently expected to use correct mathematical terminology (e.g. saying 'digit' rather than 'number') and to explain their mathematical thinking in complete sentences.

## Impact

Pupils become confident and accurate mathematicians. They can talk about the different applications of mathematics within daily life and can describe its importance to various STEM industries, both in the past and in the world around us today.

Pupils can make explicit links and connections between different mathematical units across year groups and subjects.

Pupils are excited about maths and see themselves as mathematicians. They like to take part in projects and challenges that allow the application of maths and also share mathematical facts with the class that they have discovered independently.

Pupils understand the value of learning about maths and are looking forward to further mathematical study