

# Cleeve Prior CE Primary Mathematics Curriculum offer

Nurturing

Flourishing

Growing



*“We will always have STEM with us. Some things will drop out of the public eye and go away, but there will always be science, engineering and technology and there will always, always be mathematics.”*

*Katherine Johnson,  
American Mathematician.*

Our vision is to provide a safe, 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' teachings, to love themselves and one another in order to flourish.

‘Teach children how they should live, and they will remember it all their life.’ Proverbs 22:6

Cleeve Prior CE Primary School – Learning and growing together in God's family.



We believe our vision, along with its associated values, set the tone for our entire ethos as a school community. We want to give our children the best start, be led by the example of Jesus' life and for all our children to know that they can achieve anything if they put their mind to it. Our role as a school is to help them to become citizens of the future, to lead and inspire others.

Our school promotes an exciting, Christian community in order that all of our pupils will:

- ◆ become independent life-long learners with an enjoyment of learning.
- ◆ achieve their full potential in all areas.
- ◆ behave well and grow in self-esteem.
- ◆ make progress emotionally, morally, physically, socially and spiritually.
- ◆ have respect for others' views, be tolerant of differences and value one another equally so they are able to live and work harmoniously in our multi-cultural society.



# Maths Intent



“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject”. (National Curriculum)

Our aim is to provide a high-quality maths education that enthuses and empowers children to see the value of maths and its importance in the wider world; a way of thinking and finding solutions to problems we encounter every day. We want children to be confident and proficient mathematicians and teach them to be able to fluently recall key mathematical facts, efficiently complete procedures, and understand mathematical concepts to apply them in a variety of contexts. We believe it is important for children to not only be able to find the answers to problems, but to be able to explain the reasoning behind their understanding using accurate mathematical vocabulary.

Overall, it is our aim to promote a real love of maths and help children understand the importance of it in our everyday lives, which they will continue to build on in secondary school and into their future careers.

# Maths Implementation



The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Cleeve Prior CE Primary, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically.

We want our children to enjoy mathematics and explore mathematical concepts so that they leave us just as confident tackling large problems as they are using their fundamentals. We believe that all children should be fluent in the fundamentals of mathematics. By exposing them to a variety of different core concepts that are frequently practised, we hope to develop foundations in their understanding on which the children can build. From this, more instrumental/procedural approach, the children can then build a conceptual understanding allowing them to draw rich links between these core concepts.

To further reinforce these core concepts all children are exposed to problem solving. This daily problem solving is designed to encourage perseverance with mathematical problems as well as foster core aspects of logic and reasoning that the children will be able to apply more widely to their learning and life. Alongside the core concepts and problem solving, the children's ability to reason mathematically is fostered, with a particular emphasis on the use of mathematical vocabulary. This is done so that, children are able to express their thought process fully and allows them to develop arguments, justifications and proof. The use of mathematical language and core concepts is particularly relevant given the effect that COVID lockdowns have had on some of our children's attainment. Subject specific language has been linked to closing the gap with disadvantaged and advantaged children (Purves 2019) as well as the implementation of individualised technology to support those core concepts (Outhwaite et. Al. 2017).

Our maths curriculum is ambitious, based on the content from Development Matters, the National Curriculum, as well as aligning with White Rose Maths. We have carefully sequenced our maths curriculum, so that children learn in sequenced 'blocks' which then have 'small steps' that carefully build on children's prior learning at each step. The curriculum also ensures that skills that have been learnt are then used in different contexts, ensuring that children's understanding is strengthened.

We structure our Mathematics around the White Rose curriculum from EYFS to Year 6. This is to ensure that the distinct domains of mathematics are covered in sufficient depth and clarity. The White Rose curriculum structures the learning within these domains so that knowledge, concepts and procedures are carefully sequenced over time to build skills and knowledge systematically.

We also ensure that we use the most up to date White Rose curriculum, which is revised each year based on research and teacher feedback. However, we do not use the White Rose resources exclusively as we want to ensure that teachers remain able to adapt and alter the learning to fit the needs of their pupils. This allows teachers to draw on NRich and NCETM, resources, and others, in order to ensure that the needs of the children in their class are being met.



We are a part of the Glow Maths hub and our teachers work with partners there to ensure we deliver Mathematics to the highest quality, using a range of pedagogical methods.



We are also participating in the NFER/ EEF Mathematical Reasoning trial for Year 2.