Eardisley CE Primary School
In all that we do our values shine through

Subject Leader Curriculum Intent, Implementation and Impact Overview

Subject: **Mathematics**

Subject leader: Susan Mealand

Intent	Implementation	Impact
Intention 1 To build a mathematical curriculum that is accessible to all, that develops learning and maximises the development of every child's ability and academic achievement. This will result in the acquisition of appropriate subject knowledge, with skills and understanding in Number, Algebra, Ratio, Measurement, Geometry and Statistics as set out in the National Curriculum so that they know more, remember more and understand more. Our Intent is to deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly complex problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects.	National Curriculum Programmes of Study and Scheme of Work • Mathematics is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. • Mathematics is planned for following the schemes of work, suggested by Maths Hub and used extensively in primary schools. • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. • Mathematics is taught as an exclusive subject in order to promote fluency but children are also provided with real life problems so that they are made aware of the importance of mathematics in everyday life.	Children will make at least good progress in Mathematics from their last point of statutory assessment or from their starting point in Nursery. This will be reflected in children being assessed as at the same level or better, as they move year groups, by the end of the year. Children will use their Mathematics knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more. Children will recognise the importance of Mathematics as a facilitating subject to enable them to access other areas of learning and operate successfully is everyday life both now and in the future.

This is through the use of: • planning with the National Curriculum, • progression grids • subject specific content • appropriate connections to other curriculum areas • an effective calculation policy that establishes fundamental and consistent concepts and strategies that support the understanding and application of maths as children progress though the school		
Intention 2. To build a curriculum, which enables pupils to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving increasingly sophisticated problems so that they know more, remember more and understand more. To design a curriculum which has mathematics at its core, is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing	Clear and comprehensive schemes of work in line with the National Curriculum. Mathematics is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. Teaching and Learning should show progression across all key stages. A variety of planning to be followed and adapted (including Abacus, NCETM units, White Rose and Classroom Secrets) to support the progression in children's learning. The key focus is progression in concepts with key ideas being taught in line with the Calculation Policy whilst using a range of resources to support. Children have access to key subject specific language and meanings in order to	Children will have a confident attitude towards mathematics. They will use arithmetic and timetables fluently and make connections in order to solve real life problems. They will recognise that Mathematics is essential for everyday life and make at least good progress in Mathematics from their last point of statutory assessment of from their starting point in Nursery. Children will use their Mathematics skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.

problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject	understand and readily apply to their oral, mental and written mathematical knowledge and understanding. The systematic teaching of number and place value has a high priority throughout school. Emphasis on concrete, pictorial and moving to abstract. Key strategies are Part, Part, Whole, Bar Modelling and central to this - Number line. • In Foundation Stage, pupil fluency is developed by using a visual, practical base to develop conceptual understanding and recall. Pupil's mathematical reasoning is developed through the use of concrete objects and spoken language to explain and justify. • School has developed a comprehensive Calculation Policy, which enables staff to teach standard methods systematically and progressively across all age groups. • Daily Target Maths provides opportunity for children to become fluent in the fundamentals of mathematics, thus increasing the likelihood of rapid progress. • Problem Solving is intrinsic to the planning of lessons enabling all children to access this at the appropriate stage of learning. It is frequent and varied with mathematical application becoming increasingly complex over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. • The systematic teaching of Timetables ensures that children develop rapid recall	

	which they can use as a tool to effectively and efficiently solve more complex problems. Timetables are taught in a variety of ways to ensure understanding, rapid recall of facts and extended to cover division facts, related facts in decimals and larger numbers. • Time limited Intervention is planned for those children who are working below their expected level of attainment and progress and is need led. • All children are expected to complete weekly mathematics homework. The mathematics homework focuses upon the four standard methods of addition, subtraction, multiplication and division so that children retain through regular practice the key operations required for them to successfully solve problems that are more complex. • All KS2 children have access to Abacus Maths, which is a web-based ability appropriate Mathematics programme, which they can access at home, and school. Forest Schools adds a varied dimension to the teaching of maths as does our whole school Harmony programme that sees its strands and areas of interest embedded in our curriculum.	

Intention 3 To provide opportunities across all curricular areas for the development and application of Mathematic skills to help all pupils know more, remember more and understand more. To design a wider curriculum that provides regular opportunities for pupils to use and apply the knowledge skills they have acquired from the Mathematics Curriculum.	The promotion of mathematics is essential to the successful acquisition of knowledge across the curriculum. The promotion of opportunities to use and apply mathematical knowledge throughout school is planned in a variety of subjects set in real life contexts. The promotion and implementation of outdoor learning and external cultural capital experiences provides additional opportunities for children to apply mathematical knowledge in real life situations.	Children will be able to produce written work in all areas of the curriculum of a similar standard which evidences good progress from their last point of statutory assessment or their starting point in Nursery.