



Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

Curriculum Statement for Maths

At Brinkworth Earl Danby's we aim to provide a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised.

We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world.

We believe in

- A child's potential
- Being part of a community
- Being the best you can be

Our Christian values of friendship, trust, respect, courage, perseverance, and thankfulness help us build a firm foundation, enabling us to grow into strong people building a better world.

Intent

Mathematics is an important creative discipline that helps us to understand and change the World. We want all pupils to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject.

At Brinkworth Earl Danby's, we foster positive 'can do' attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content.

We aim for all pupils to:

- + Become fluent in the fundamentals of mathematics (see Year by Year Curriculum Maps) so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- + Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- + Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- + Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

Implementation

Every mathematics lesson will focus on a manageable step of new learning based on the NC statements. Typical Lesson design will include different elements designed to deepen understanding:

- 1) Hook It: Introduction to the new learning.
- 2) Teach It: Live modelling of the new learning with explicit use of potential misunderstandings
- 3) Practise It: All children practise together. Supporting and challenging each other's learning and understanding.
- 4) Do It: 'What it is/What it's also' to help develop Procedural Fluency
- 5) Secure It: Exploring misunderstandings (True/false, Spot the mistake) and secure Conceptual Understanding
- 6) Deepen It: Apply understanding to solve new problems and secure Mathematical Thinking
- 7) Review It: Lesson Recap of key concept that the session covered.

Every day, the pupils will have the opportunity to practice their recall of mathematical facts through Quick Number. Pupils will also be provided with a daily MOT (Maths on Track) session, where they have the opportunity to revisit, rehearse and refine prior learning in key areas including arithmetic, shape, space and geometry.

Impact

Every child will:

Be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Possess a wide range of skills to problem solve by applying their mathematical understanding to a variety of situations with increasing sophistication, including in unfamiliar contexts and to reflect real-life scenarios.

Have the ability to reason mathematically by following a line of enquiry, develop, and present a justification, argument or proof using mathematical language.