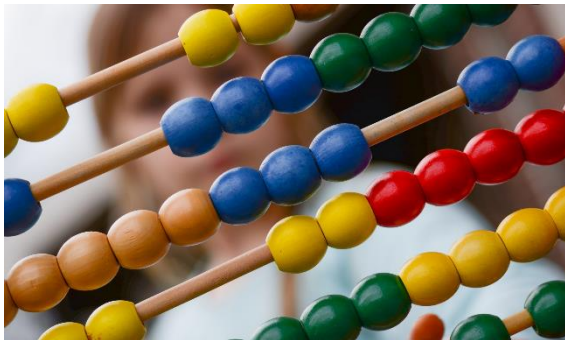


# Moorside Primary School

## Maths Curriculum



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



**Intent, Implementation, Impact**

### **Intent:**

**At Moorside Primary School we are committed to providing a curriculum with breadth and depth that allows all of our children to learn, understand and apply a range of knowledge and skills with confidence and security.**

At Moorside Primary School, the intent of our mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for their next stage in education. We endeavour to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them.

At the heart of our mathematics curriculum is the National Curriculum combined with our Calculation Policy, the Gateshead core curriculum for mathematics planning support framework and, for our younger children, the EYFS Development Matters (Published September 2020, Revised July 2021). By following these documents and planning, it ensures continuity, progression and high expectations for attainment in mathematics across the school.

As a school, we recognise that the key to unlocking the potential in our children is through the development of basic mathematical skills and the understanding of mathematical concepts. We therefore place great emphasis on the use of concrete resources and pictorial representations at all ages and abilities, to enable children to fully understand the concepts and principals, when presented with abstract calculations and questions.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. By the end of Reception, children should be able to count reliably with numbers from zero to twenty, place them in order and say which number is one more and one less than a given number.

Children should also be able to use quantities and objects to add and subtract two single digit numbers and count on and back to find the answer. Our maths curriculum is progressive to ensure all children from EYFS to Year Six build-up upon previous learning, make connections and our challenged at their appropriate ability.

It is intended that all children, regardless of their starting point, will maximise their academic achievement and leave Moorside Primary School with an appreciation and enthusiasm for mathematics, resulting in a lifelong positive relationship with number.

### **Implementation:**

Our mathematics curriculum provides breadth and balance and it is relevant and engaging and differentiated to meet the needs and abilities of all our children to ensure all children are able to excel.

Medium term planning documents ensures all mathematical learning intentions are covered within each term. Each year group focuses on three days number (e.g. place value, addition and subtraction, multiplication and division, fractions) and the other two days are to focus on other areas of the maths curriculum (e.g. measurement, statistics, position and direction).

This coverage overview ensures that children are regularly receiving teaching of all areas of the curriculum and by revisiting units regularly ensures misconceptions can be addressed quickly as well as building upon learning to extend children's reasoning and problem solving skills.

Focused small group teaching, effective assessment for learning and daily planning ensures lessons are tailored to individual needs and ensures children make progress promptly.

These features enable children to effectively retain knowledge and apply it with increasing confidence in different contexts of learning. Children demonstrate the ability to transfer practical skills and knowledge across curriculum areas. Targeted support enables children to develop at their own pace and to learn in a style that best suits their individual needs. Key strategies are designed to support children with Special Educational Needs and Disability (SEND) to access their learning well.

Our long term planning follows the Development Matters and the National Curriculum. Further documentation and planning aids used are:

- Gateshead Local Authority scheme of work, which outline Year One to Year Six year groups when mathematical knowledge, in unit blocks of work will be taught and revisited.
- Calculation Policy - this document outlines the progression of strategies and methods to be taught from EYFS to Year Six.
- Vocabulary and number line progression map.

Alongside these documents and planning aids, we use a range of resources as tools for learning. For example, we use white rose hub, Nrich resources, and NCETM resources as aids for learning activities. Staff ensure if using these resources that they are adapted appropriately to suit the need of all individual children in their class. Additionally, carefully thought out mathematical resources are available for all children to use to aid and help explain mathematical processes. These resources are outlined in our calculation policy and are progressive through the year groups.

### **Impact**

The impact of our mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that maths is a skill that they will rely on in many areas of their daily life.

Children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer. Children are confident to 'have a go' and encouraged to choose the most appropriate mathematical resources they need to help them to learn.

Children are receiving appropriate learning activities and are pitch appropriate. Teachers are planning a range of fluency, reasoning and problem solving activities. On a daily basis, there is target intervention happening by an external tutor, with a focus on specific children throughout school. Teachers are modelling key vocabulary linked to learning intentions and are repeating learning intentions in different ways.

As part of the monitoring programme, regular observations and book scrutinies take place to focus on the quality of teaching and learning of Maths from EYFS to Year Six. Children are receiving quality first wave teaching through the use of our group teaching model. Children can identify the mathematical skills they are using and are applying these skills to solve reasoning and problem solving questions.

To support the development of all teachers, regular input from the maths lead and leadership are implemented to ensure the high quality of teaching and learning is embedded throughout school practice.

To continue to develop staffs professional development, all staff have received internal CPD focusing on embedding the updated calculation policy as well as using a researched

strategy from the Educational Endowment Foundation (EEF) “worked examples – a strategy to improve application of problem solving skills”. Using research and direct training from the educational endowment framework (EEF), has supported the ongoing focus on specific strategies to continue to develop teaching and learning of maths

### **Assessment**

We assess each child termly, to track progress throughout the year in both their knowledge and their development and application of specific skills. Teachers use their professional judgement and Assessment for Learning (AfL) to observe children over the period of a term.

To be used alongside the Calculation Policy, maths overviews and Mathematical Policy.