CURRICULUM
MATHEMATICS

CHANTRY COMMUNITY PRIMARY SCHOOL

Intent:

- Children enjoy mathematics!
- All children to become confident, competent and independent mathematicians who are able to use mathematics as a key life skill.
- Children have a deep conceptual understanding of maths and are able to apply their learning to different contexts.
- Children are able to articulate, discuss and explain their thinking using accurate mathematical vocabulary.
- Children to become fluent in the fundamentals of mathematics and build upon this knowledge and understanding from EYFS to Year 6.
- To reason and problem solve by applying mathematics to a variety of increasingly complex problems.
- To develop resilience that enables all children to be curious and take risks with mathematics, without fear of making a mistake.

Implementation:

Chantry Community Primary School use a mastery approach for the teaching of mathematics and use the 'Power Maths' scheme of learning to sequence our curriculum. The school are also part of the Kent & Medway Maths Hub and frequently engage in training to deepen our understanding of mastery.

We recognise the value of creating a coherent learning journey through the curriculum, therefore each year group use the small steps to build a solid foundation of deep mathematical understanding. Throughout the planning of mathematics, teachers use the gaps in understanding, highlighted from in-class teaching and termly PiXL assessments, to plan appropriately to support children to keep up, rather than catch up. Teachers are able to identify areas that their classes may need more time to dive deeper into and will consistently use the CPA approach to support this.

Manipulatives are an integral part of teaching mathematics at Chantry where all learners have opportunities to use manipulatives and resources to represent their mathematical learning in different ways. Children are provided with opportunities within lessons to extend their learning through explicitly-planned questioning by the teacher to provoke critical thinking and expose patterns with number.

Maths lessons are taught daily across the school which feature all three aspects of fluency, problem solving and reasoning. Teachers use the start of their lessons for retrieval practice activities – specifically designed tasks to either recall previous learning or address a misconception with the class. In order to support all learners, teachers will consider the small steps and scaffolds that are put in place to ensure everyone has the opportunity to access the learning.

In EYFS & KS1, children also follow in the Maths Hub 'Mastering Number' programme. This is a separate 15-minute session 4-5 times each week, solely focusing on number fluency and number sense.

Throughout the school, there is an emphasis on a sound understanding and rapid recall of number facts – including number bonds and times tables. Within Years 3 and 4, weekly 'soundcheck' modes are completed on Times Table Rockstars (TTRS) to provide practice ahead of the Multiplication Tables Check (MTC). Teachers use this information to target weaker times tables across the class.

To teach problem-solving skills and strategies, teachers regularly use resources from NRICH and the NCETM Professional Development materials to precisely select representations and problems of varying complexities to deepen understanding and apply to a range of contexts.

Impact

- Children are happy, confident learners who talk enthusiastically about what they are currently learning and how their previous learning lead them to this point.
- Emphasis on accurate use of mathematical vocabulary is evident within class and pupil discussions – children answer in full sentences and can explain their ideas coherently.
- Children's fluency in number is evident within their verbal explanations as well as the work completed within their Power Maths Practice Books.
- Teaching practices are consistent across the school – teaching for mastery principles are evident within lessons.
- These factors ensure that we have high expectations and are able to transfer this into high standards, with achievement at the end of Key Stage 2 in-line with that of national average.
- In addition, standards for the Multiplication Check (MTC) are also in-line with national average.

Useful Websites:

https://www.pearsonschoolsandfecolleges.co.uk/Primary/Mathematics/AllMathematicsresources/Power-Maths/power-maths-mastery.aspx

http://uk.mathletics.com/

https://ttrockstars.com/

http://nrich.maths.org/frontpage

https://www.topmarks.co.uk/

for a range of interactive games and activities.

https://www.ncetm.org.uk/

for guidance in embedding the National Curriculum