



Maths Curriculum Offer

Intent	<p>Purpose: Pupils will become fluent in the fundamentals of mathematics, cultivate strong reasoning skills to justify their calculations, develop conceptual understanding, and the ability to recall and apply knowledge rapidly and accurately to solve increasingly complex problems. Pupils use measuring instruments to draw and measure with increasing accuracy and use mathematical reasoning to analyse shapes and their properties, confidently describing the relationships between them and making connections between measure and number.</p> <p>Relationships: Although the maths curriculum is split into distinct domains, explicit links are made between different areas of mathematics and across the wider curriculum; for example, through the teaching of science and other subjects. Direct examples are taken from real life situations to contextualize the use of mathematics in everyday life.</p> <p>Impact: Pupils in EYFS will be confident to ask questions about maths and select resources to support their interests. They will be encouraged to explore and develop reasoning skills, and will be supported with developing a wider vocabulary. KS1 and KS2 pupils will be secure in a range of calculation strategies and will be able to independently apply them in a range of contexts, both theoretical and as part of their daily lives. Pupils will demonstrate a secure mathematical vocabulary which they will use to verbalise and justify their answers using full sentences. Pupils understand the relationship between maths and technology, engineering and financial literacy.</p> <p>Metacognition: Pupils will be able to select appropriate calculation methods depending on the context, and justify their choices. Pupils are encouraged to develop number fluency through the systematic teaching of subitising, number bonds, skip counting, times tables and patterns in number, and mentally apply this knowledge to calculate accurately.</p> <p>Experiences: We aim to provide a range of experiences to develop secure understanding of mathematical concepts through the use of concrete, pictorial and abstract representations. High-quality practical resources and suitably challenging activities support pupils' ability to make rich connections across the curriculum and develop fluency, reasoning and problem solving.</p>
Implementation	<p>Maths in EYFS is predominately delivered as part of continuous provision through high-quality learning environments, including access to the outdoors. As appropriate, EYFS teachers deliver adult-led inputs to inspire pupils. They provide a stimulus question for pupils to explore and discuss in pairs and share their thought process, as well as begin to develop their reasoning skills.</p> <p>Within KS1, maths planning is based on the 'Maths - No Problem!' scheme, which covers the National Curriculum content for each year group/key stage. In KS2, maths planning is based on the 'White Rose'</p>



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Inspired to Achieve

	<p>scheme of work, which covers the National Curriculum content for each year group/key stage. A clear Calculation Policy and Long Term Plan means teachers are aware of when concepts are repeated to ensure that new learning builds on prior experiences. Additionally, pupils are appropriately scaffolded to ensure they progress as mathematicians as they move through the school.</p> <p>Assessment is made through oral questioning, partner talk and whole class discussions, and low stakes quizzes, as well as analysis of pupils' independent written work. Formative assessment takes place daily and pupils are supported and challenged as appropriate. Pupils are also given the opportunity to self-assess and self-mark when appropriate, and identify opportunities for improvement. Summative assessment is carried out in KS2 classes at the end of each term and in KS1 classes at the end of each Maths - No Problem book.</p> <p>Pupils are considered to be GDS if they seek to extend their mathematical understanding by asking further questions and suggesting ways in which these could be answered. Also, GDS pupils demonstrate high levels of number fluency and confidence, as well as independence when spotting patterns and relationships, and with recognising ways in which maths can be applied to problem solving.</p> <p>Key English skills such as reading and writing are used when recording learning and accessing new and key information. Oracy skills are practised throughout maths lessons, providing opportunities for pupils to discuss and share ideas in the form of group work and whole class discussion.</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p>
Impact	<p>Pupils can talk about the different applications of maths within daily life and can describe its importance to various STEM industries, both in the past and in the world around us today.</p> <p>Pupils can make explicit links and connections between different mathematical units across year groups and subjects.</p> <p>Pupils are excited about maths and see themselves as mathematicians. They like to take part in projects that allow the application of maths and also share mathematical facts with the class that they have discovered independently.</p> <p>Pupils understand the value of learning about maths and are looking forward to further mathematical study.</p>