

LECONFIELD PRIMARY SCHOOL MATHS CURRICULUM STATEMENT

Intent	Research link	Implementation	Impact
Our children will have access to a	National Curriculum	National Curriculum Programmes	Children will use their Maths
high quality maths curriculum that is	We follow the statutory content of	of Study and Scheme of Work	knowledge and skills, in all
both challenging and enjoyable.	the National Curriculum to ensure	We plan Maths following the EYFS	curriculum areas, to enable them to
	all children have access to	Framework, KS1 and KS2	know more, remember more and
We will provide all children who join	appropriate age related	Curriculums.	understand more.
our school with the same	knowledge and skills		
opportunities, regardless of the		We use the National Curriculum and	Children will recognise the
point in the year in which they join.	National Numeracy for Everyone-	White Rose Maths.	importance of Maths as a facilitating
	KPMG. 2008. The Long Term Costs	Whilst the National Curriculum	subject to enable them to access
We will provide our children with a	of Numeracy Difficulties. Every	forms the foundation of our	other areas of learning and operate
variety of mathematical	Child A Chance.	curriculum, we make sure that	successfully is everyday life both
opportunities to enable them to	Competency in numeracy is an	children learn additional skills,	now and in the future.
make the connections in learning	important factor not only for the	knowledge and understanding and	
needed to enjoy greater depth in	wider economy, but also for social	enhance our curriculum as and	Children will make at least good
learning.	justice and mobility. Numeracy	when necessary.	progress in Maths from their last
	issues are linked to reduced		point of statutory assessment or
We will ensure children are	employment opportunities,	Maths is structured with a focus for	from their starting point in EYFS.
confident mathematicians who are	increased health risks, higher	each day. This allows pupils to	
not afraid to take risks.	rates of depression, increased risk	review concepts each week and	Children will use their Maths skills
	of exclusion from school and	build up their skills, so that they are	as a key tool in helping them to
We will fully develop independent	increased risk of involvement in the	able to learn more, know more and	learn, and as a result, know more,
learners with inquisitive minds who	criminal justice system. On	remember more.	remember more and understand
have secure mathematical	the basis of existing data, KPMG		more.
foundations and an interest in self-	estimated that low numeracy	We teach Maths as an exclusive	
improvement.	therefore costs the public purse	subject in order to promote fluency	Children will be confident
	£765 million per year when isolating	but children are also provided with	mathematicians who have a love
	the costs to those with only	real life problems so that they are	and passion for learning Maths and
	numeracy difficulties.	made aware of the importance of	are always willing to take risks in
		mathematics in everyday life.	Maths when problem solving.
	Ofsted Maths Review - May 2021		

Careful sequencing of content,		Children will have a confident
instruction and rehearsal can also	Throughout our school, we place	attitude towards Maths. They will
show pupils new and consistent	high priority on the systematic	use arithmetic and timetables
patterns of useful information.	teaching of number and place value.	fluently and make connections in
These then form the basis of further		order to solve real life problems.
concepts, rules and principles that	In Foundation Stage, pupil fluency is	
pupils can store in their long-term	developed by using a visual,	
memory.	practical base to develop	
Successful curriculums illustrate the	conceptual understanding and	
importance of detail, sequencing	recall.	
and alignment of content,		
instruction, rehearsal, assessment	Children's mathematical reasoning	
and mechanisms to continually	is developed through the use of	
upgrade.	concrete objects and spoken	
	language to explain and justify.	
Ofsted Maths Review 2021	Children have daily reasoning	
Linked declarative and procedural	problems of the day to develop	
knowledge are ideally sequenced	their reasoning skills.	
together to reflect the reciprocal	-	
learning relationship between them.	We have a comprehensive	
This is because:	Calculation Policy, which enables	
 familiarity with the facts 	staff to teach standard methods	
being used helps with	systematically and progressively	
learning and understanding	across all age groups.	
the linked method		
 familiarity with the method 	White Rose Maths is used as the	
helps to make associated	spine for delivery of the Maths	
facts firm and precise in the	across school. This ensures	
mind	consistent coverage, and provides	
If core content has been sequenced	real life opportunities for pupils to	
well and nunils have learned it	make connections and apply their	
thoroughly they are less likely to	mathematical knowledge.	
thereaging, they are less intery to	-	

forget and are therefore unlikely need to 're-learn' it later	Daily Target Maths lessons provide opportunity for children to become
Teachers should therefore ensure that more pupils experience succe in solving word problems, by	fluent in the fundamentals of mathematics, thus increasing the likelihood of rapid progress.
sequencing the teaching of strategies to 'convert' the deep structure of word problems into simple equations. • Teachers teach useful, topic-specific strategies to pupils, as well as how to match them to types of problem. • Pupils are confident using linked facts and methods	All children from Year 2 upwards have access to Time tables Rockstars, a web-based ability appropriate timetables programme, which children access at home, and school. Children in the Foundation Stage and Year 1 have access to NumBots as the foundations to Times Tables
 that are the building block of strategies, before strategies are taught. Teachers encourage pupil to use core, systematic strategies rather than resorting to guesswork or unstructured trial and err Ofsted Maths Research May 202. Pupils are more likely to develop a positive attitude towards 	 Rock stars. In Foundation Stage, pupil fluency is developed by using a visual, practical base to develop conceptual understanding and recall. In Key Stage 1 we ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This
mathematics if they are successful in it, especially if they are aware of their success. If teachers ensure that anxious pupils acquire core mathematical	should involve working with numerals, words and the four operations, including with practical resources.

knowledge and start to experience success, those pupils will begin to associate the subject with enjoyment and motivation. Teachers should try to put pupils on the causal pathway that leads from success to motivation by focusing on early proficiency, rather than expecting pupils to learn through making mistakes. This proficiency- first approach is likely to prevent pupils developing anxiety.All children complete a reasoning problem of the day which encourages pupils to develop their skills in problem solving and become independent learners.In Key stage 2 children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This ensures that children develop efficient written and mental methods and perform calculations accurately with increasingly lage whole numbers. Teaching also ensures that children draw with increasing accuracy and develop mathematical reasoning in all areas of the Maths curriculum.			
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