

## Maths Curriculum Overview

### Mathematical Intent

We designed our mathematics curriculum with the aspiring goal of all pupils achieving mastery in mathematics; developing a love of the subject and an ability to connect areas of learning and solve problems; and know that they can achieve in the mathematics whilst at Thurgoland Primary and in the future.

### At Thurgoland we intend to:

- Encourage ALL children to believe that they can achieve in mathematics!
- Show children that mathematics is a tool for everyday life.
- Ensure children are confident mathematicians who are not afraid to take risks.
- Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.
- Provide our children with a variety of mathematical opportunities, which will enable them to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time

### Mathematical implementation

- **Long term:** National Curriculum and Development Matters
- **Medium term:** White Rose Yearly overview and small steps, up-dated annually in response to misconceptions, data and in-house monitoring of teaching & learning.
- **Short Term:** Short term planning is supported by the use of the White Rose Maths Hub materials.
- A typical Maths lesson will provide the opportunity for **all** children, regardless of their ability, to:
  1. Activate prior knowledge during the **Anchor Task, Fluent in Five and Fact Friday**;
  2. See how an answer can be formulated when **learning is guided** by the teacher;
  3. Work through **varied fluency** questions;
  4. Apply their learning to **reasoning and problem-solving** activities daily.
- There are multiple representations for all – using a CPA approach (Concrete, pictorial, abstract). Children who struggle to grasp concepts will continue make use of manipulatives to support their learning before transferring their learning to more abstract understanding.
- Objects, pictures, words, numbers and symbols are everywhere in the learning environment.
- Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.
- Work is marked during the lesson (live marking).
- Pupils who grasp concepts rapidly are challenged through sophisticated problems.
- Those pupils who are not sufficiently fluent with earlier material are provided with opportunities to consolidate their understanding, including through pre-teach sessions and Same Day Interventions.