



Langton Primary School

Mathematics Curriculum



Intent

At Langton, we want our children to love maths. We want them to have no limits to what their ambitions are and grow up with secure mathematical understanding which will assist them in whichever career path they take, as well as in their daily lives. In order to successfully deliver a structured, rich curriculum with a clear progression of skills, we follow the statutory requirements of the National Curriculum for mathematics.

At Langton Primary School, our approach to teaching mathematics is intended to support all of our children in becoming young, confident mathematicians; prepare them for their next stage of mathematical learning at secondary school, and to be able to apply their mathematical knowledge in everyday situations in order to be successful in life beyond school. We intend to do this, on a daily basis, through developing all children's fluency in all areas of the mathematics national curriculum; providing opportunities to reason mathematically; and also develop children's using and applying skills when solving increasingly more complex problems involving a range of mathematical knowledge.

We deliver an inclusive and aspirational curriculum that enables all pupils to access relevant learning through targeted support, resources used, materials and approaches whether as part of an S.E.N.D provision or for the wider school as part of our practice of assess, plan, do & review.

Implementation

- Mathematics is taught on a daily basis throughout the school – EYFS to Year 6. Each class in KS1 and KS2 provide a minimum of 1 hour of mathematics per day. A mix of teacher led and child led activities are put together for children in EYFS.
- The use of White Rose medium term planning is followed and adapted as required to create a bespoke curriculum designed to meet the needs of our children and to allow for opportunities for revisit and retention, ensuring full coverage of the national curriculum for mathematics and providing a broad and balanced spread of all areas of the curriculum. Teachers are confident to manipulate this planning in the short term, in order to meet the needs of all of our children.
- Using the school's progression of skills document, the teaching of mathematics year to year builds progressively on the skills taught in previous year groups.
- On a daily basis, children, regardless of their ability in KS1 and KS2 are provided with opportunities to become more fluent in their learning, to reason mathematically and to solve a range of problems. This is done using a range of sources such as White Rose Maths, Third Space Learning, NRICH, NCETM and Classroom Secrets.



- We use Times Table Rock Stars to enthuse the children in learning times tables.
- Mathematics homework is provided as part of a three-week cycle to help embed previous learning and Mathematics activities are also regularly set for the children to complete at home.
- Calculation practice is provided regularly through basic skills morning starter activities to ensure children's fluency in calculation methods is embedded.
- Learning is differentiated where required to meet the needs of the children within the class whilst still providing each child with the opportunity to achieve the learning intentions to meet the expectations of their year group.
- Interventions are put in place, to support children where necessary.
- Clear success-criteria are given to children, so they understand the steps involved in becoming successful in their learning.
- Opportunities to collaborate in pairs or small groups are given regularly so children can learn from and support each other.
- Opportunities for peer and self-assessment are provided so children are given instant feedback in their learning.
- Quality first teaching is provided throughout the school along with effective teacher modelling and assessment for learning to make sure children are moved on with their learning or supported when finding it difficult.
- Cross-curricular links are provided regularly (at least every half-term) to help children can see that maths has many uses in the outside world and to promote their enjoyment of maths.
- Mathematics 'working walls' are in each classroom to provide key information and vocabulary with modelled examples to support learning.

EYFS

Number fluency is continually developed within early years: our Mathematical curriculum covers 'Number and Shape, Space and Measures.' Children participate in short maths sessions daily and are given time to explore mathematical concepts, test ideas, develop their understanding and practise taught skills through play and adult led activities. Maths can be found in all areas of our provision and children experience it in a purposeful and meaningful context within their play and daily routines. Our class shop, home/kitchen area, construction area, sand/water area and topic led role play areas are just some of the areas in which children can explore number, shape, space and measures. Children are encouraged to use their mathematical understanding and skills to solve real-life problems and practitioners are trained to identify and extend opportunities to foster this. The 2021 framework is adhered to, the reception objectives are taught and the children work towards their number and numerical pattern goals.

Impact

Our teaching of, and curriculum for, mathematics should lead to outstanding progress over time across all key stages relative to each individual child's starting point. It is designed to prepare children for their future both inside and outside of education so they can become

successful in whatever they choose to pursue by leaving our school as the best mathematicians they can be. Our rich and broad mathematics curriculum aims to make the children enthusiastic about learning mathematics and gain an understanding of its importance in everyday life.