



Intent - How is our Maths curriculum designed?

At Central Street, our children are **MATHEMATICIANS!**

Our intent is for children to become fluent in the fundamentals of mathematics, and use this key knowledge and skills to be able to reason and to solve problems. Our curriculum is designed to help children to become:

Visualisers – using their learning to make connections between different mathematical representations;

Describers – using mathematical language to talk about their learning, to ask and answer questions about their mathematical understanding and practice and to develop deeper learning;

Experimenters – as well as being fluent mathematicians, we want children to love and learn more about mathematics.

Implementation - How is our Maths curriculum delivered?

At Central Street we follow the White Rose Maths curriculum to deliver an ambitious, connected, daily curriculum accessible to all pupils in schools from Reception to the end of Year 2, preparing them for their subsequent Maths journey at our federated partner school, Riverside. We use a CPA approach because we believe that all children, when introduced to a key new concept, should have the opportunity to build competency in this topic in the following way:

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

In EYFS ten phases of learning provide a variety of opportunities to develop the understanding of number, shape, measure, and spatial thinking. Key concepts are revisited and developed across the year.

To learn mathematics effectively in KS1, some things must be learned before others, e.g., place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). This emphasis on Number first runs through the curriculum design. We mix other topics through these units, so pupils have as wide a variety of mathematical experiences as possible in each term and year. Daily “Flashback” activities in KS1 are designed to revisit and develop learning from the previous lesson, the previous week, the previous unit and always cover aspects of place value and calculation to ensure embed and maintain that prior learning.

Impact – How effective is our Maths curriculum?

The impact of our mathematics curriculum is that children at Central Street understand the relevance and importance of what they are learning in relation to real world concepts. Children know that maths is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions. They know that it takes practice to make learning stick and that making mistakes is central to learning new concepts, so they are confident to ‘have a go’ and choose the equipment and strategies they need to help them to learn. Our children use good mathematical language to talk about their learning and they can answer the question “How do you know?”

Our children have a good understanding of their next steps in learning. Small step targets in each book encourage the children to have greater awareness of where they are going in their learning. Their Learning Journeys and Maths books evidence a range of activities demonstrating good coverage of fluency, reasoning and problem solving within the CPA approach. Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring the majority of children are on track and above.