



MILLDENE PRIMARY SCHOOL

MATHS CURRICULUM



Intent

Through maths, our pupils will appreciate the relationships and patterns in both number and space in their everyday lives, which will allow them to make sense of the world around them.

The aim is for all pupils to:

- Enjoy and be enthusiastic for mathematics;
- Have a clear understanding of the language of mathematics;
- Develop logical thinking and reasoning, enabling them to record work clearly and in a variety of ways;
- Apply their mathematics to both routine and non-routine problems;
- Acquire the skills, knowledge and understanding needed in daily life;
- Develop initiative and an ability to work both independently and in collaboration with others.

Implementation

At Milldene Primary School, maths is taught through the White Rose scheme of work. The curriculum focuses on becoming fluent through varied practice, reasoning by following a line of enquiry and identifying relationships and problem solving by breaking down problems into simpler steps. The curriculum directly links with the school's chosen progression of key mathematical skills from White Rose, which focuses on:

- Number and place value;
- Addition, subtraction, multiplication and division;
- Fractions, decimals and percentages;
- Ratio and proportion;
- Algebra;
- Measurement;
- Geometry;
- Statistics.

The Early Year Foundation Stage follow the school mathematics curriculum and objectives link closely with the 'Number' and 'Numerical Patterns' Early Learning Goals.

This policy is intended to be read in conjunction with the current calculation policy.

Impact

In KS1 and KS2, the mathematical skills progression statements are used for periodic assessment. These are aligned to the school curriculum. Teachers update assessments at least once per term and record these on Target Tracker.

In EYFS, the Early Learning Goals statements are used to assess progress and attainment.

Assessments are made through a combination of observation, discussion, written work, presentations and projects.

Monitoring

A monitoring action plan is created each year to ensure this policy and the curriculum are followed and taught. A range of monitoring strategies are used to ensure there is triangulation. Support will be offered to teachers where 'areas for development' are identified.

Renewal

This policy is revisited on a yearly basis and amendments are made where appropriate.