

## Our mathematics Curriculum WPNS 2021 2022

<b>INTENT</b>	<b>At WPNS...</b>	We believe that all mathematical concepts should be taught using practical equipment. Children should be posed questions, which will develop their exploration of the core mathematical concepts. This will enable the children to discover for themselves the fundamental connections between all things mathematical. Children are encouraged to be mathematically curious and to develop their mathematical reasoning powers in a creative, realistic and stimulating environment.			
	<b>Intent</b>	<b>Priority 1:</b> To continue to embed reasoning within our Maths curriculum to ensure consistently across the school.	<b>Priority 2:</b> To engage with the Maths hub to improve and develop our Maths teaching and learning across the school through high quality CPD.	<b>Priority 3:</b> To focus on high value topics in our Maths teaching to develop children's number sense and place value to enable them to achieve their full potential.	<b>Priority 4:</b> To achieve national average or above in KS1 and 2 SATs with 24% achieving Greater depth at KS2
	<b>In maths...</b>	We want children to have the correct vocabulary to express their mathematical thoughts and observations.	We want children to be engaged in their learning and to want to deepen their understanding of concepts.	We want children who can use equipment and visualise concepts and to use this to help them develop efficient ways of working.	We want our parents to be well informed and to understand how we teach mathematics and how they can help their children.

<b>IMPLEMENTATION</b>	<b>In the Classroom</b>	Pupils encouraged to make links and connections and to see patterns in their maths learning.	Mathematical Vocabulary focus  Learning discovery posters to capture the learning	Focus on teaching and marking through questioning	Reasoning and understanding teaching pedagogy <i>What do you notice?</i> <i>What's the same/different?</i> <i>Prove it.</i> <i>See it, think it, link it, solve it..</i>	Mathematics equipment out in every classroom	Jo Boaler/Ronit Bird/Nrich/ I See Reasoning/ White Rose teaching focus and resource bank	Challenge tasks with low threshold high ceiling	Interventions on a daily basis targeted at specific children who have misconceptions from lesson	
	<b>Events</b>	Week of inspirational maths			Maths curiosity café x2	Dojo challenges posted weekly	Number Day			
	<b>Parental engagement</b>	Curiosity Cafes x2		Class Dojo posts about how we are enabling our children to understand the maths		Termly Maths Open Mornings				
	<b>Community Training</b>	Pattern project CPD and feedback		Teacher peer coaching Mathematics input where relevant in staff meetings		Mathematics Subject Network meetings with staff feedback		Link Governor meetings		
	<b>Community</b>									

<b>IMPACT</b>	<b>Great outcomes</b>	Children who can show reasoning and explain their mathematical thinking and who are able to conjecture, make connections in their learning and develop their own lines of enquiry.	Children who love mathematics and are passionate and resilient when it comes to deepening their understanding of the subject. Children who are curious about mathematics.			Parents who are well informed about how their children learn mathematics.		Children who use accurate mathematical vocabulary to describe and visualise their mathematics.		Children who can link mathematical concepts and understand how maths is all interconnected.		
	<b>Evaluation</b>	NFer tests y1-yr6 3x a year	Calculation audit 3x a year	Times tables audit 3x a year	SAT's Yr2 &6	TA assessment	Internal moderation	Curriculum coverage audit	Parent questionnaires Pupils voice	NFER - regular gaps analysis		Monitoring: Governor, Subject Leader, Headteacher, CEO

