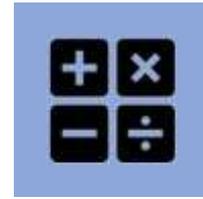




The Mathematics Curriculum at North Nibley C of E Primary: A statement of intent



At North Nibley C of E Primary school, we believe that mathematics is fundamental to each child's learning. Mathematics equips children with skills needed throughout their everyday lives. It teaches children how to make sense of the world around them by developing their ability to calculate, reason and solve problems. Mathematics has links with many other subjects including science, technology and engineering, geography, and history and is necessary for most forms of employment. When teaching mathematics, it is important that children appreciate the power of mathematics, gaining a sense of enjoyment and curiosity about the subject whilst understanding that mistakes can and should be made in a safe and supportive environment.

Correct and appropriate vocabulary is modelled throughout lessons by both staff and children. This allows the children to make connections within their learning of mathematics as well as with other subjects. The children will work through the sequenced CPA approach (Concrete → Pictorial → Abstract) so that concepts make sense. The majority of children will be taught the content of their year group only on their journey towards mastery.

The aim is for all children to:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of smaller, simpler steps and persevering in seeking solutions – including unfamiliar contexts and real-life scenarios.

We follow the National Curriculum, which sequences and structures the teaching into year groups. To ensure this curriculum is covered in full, in manageable and logical steps, we follow White Rose Planning for EYFS, KS1 and KS2. We have high aspirations for all children, including those with Special Educational Needs. For some children, pre-teaching is required and there are also times when intervention for catch-up is required to move children towards mastery. We have found the resources from Number Stacks and NCETM to be particularly beneficial for our children in these instances.

Abbie Parker, Subject Leader, November 2022.