

Curriculum Principles in Maths

| We know that our children need: | | | |
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| To develop their understanding of the wider world. | To raise aspiration for all. | To develop their vocabulary | |
| We know this because: | | | |
| Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum. | Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be. | We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary. | |
| These are important to ensure our children: | | | |
| Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond. | Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands. | Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading. | |
| Therefore, our curriculum is based on the following principles: | | | |
| Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our | Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies. | Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects. | Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally. |

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| children will be ready for the challenges and opportunities of the future. | | | |
| In Maths this is evidenced through: | | | |
| <p>KKPDs mapped out learning from F1 to Year 6 – more ambitious than National Curriculum.</p> <p>White Rose Maths scheme follows and formulates the LTP in accordance with the National Curriculum – this ensures the correct sequencing is considered.</p> <p>Staff have the freedom to add additional lessons to ensure a concept is understood before moving on.</p> <p>Ready to progress criteria are used to ascertain the curriculum area that need more time and adjust the LTP to suit the need of the children.</p> <p>Using White Rose to supplement, staff use the resources to break learning down into granular knowledge and address misconceptions.</p> <p>Deeper learning tasks are used from EYFS to Y6. All children access these and they are not just an activity</p> | <p>The children have the opportunity to carryout weekly practical investigations.</p> <p>Children are exposed to Mathmatical updates around the world (News Round and Picture News)</p> <p>The children in Foundation and KS1 attend Forest School each week.</p> <p>Working walls are consistent through school and expose children to high-level vocabulary.</p> <p>Children are able to apply their Mathematical knowledge in cross-curricular, for example, during Enterprise Week, learn about cost and profit, and they deal with money. Furthermore, children graph read and plot graphs in KS2.</p> <p>Through TT Rockstar, Purple Mash, The White Rose app and Prodigy, children can practice their maths at home.</p> | <p>Working walls are consistent through school and expose children to high-level vocabulary, WAGOLLS and misconceptions.</p> <p>The vocabulary is revisited to support the children’s long-term memory and is revisited in the review and reflect section of the lesson design..</p> <p>The Mastery of Number program (NCETM) is embedded across EYFS and KS1. The course places high expectation for the children to use the correct vocabulary – this was evident in lesson observation where the children could discuss subitising.</p> <p>The calculation policy has been shared with parents on Dojo to support home learning and to ensure parents use the correct vocabulary when explaining a concept, ensuring consistency.</p> <p>Children have the opportunity to be ‘Lead Learners’ in class and, where appropriate, support others – this provides children the opportunity to</p> | <p>Quality first teaching of science allows all children to access the learning.</p> <p>Learning is scaffolded up, so all children aspire to know and learn more.</p> <p>Children have access to supporting resources in the classroom.</p> <p>Weekly practical science lessons are planned to develop the children’s investigation and enquiry skills.</p> <p>Support provided in lessons for children when required to allow all children to make progress.</p> <p>The calculation policy has been shared with parents on Dojo to support home learning.</p> <p>AFL interventions take place in each year group.</p> <p>After school interventions and clubs take place.</p> |

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| <p>used as a plenary at the end of the lesson.</p> <p>The Mastery of Number program (NCETM) is embedded across EYFS and KS1. This ensures smooth transition through key stages.</p> <p>Working walls are consistent through school and expose children to high-level vocabulary, WAGOLLS and misconceptions.</p> <p>AFL interventions take place in each year group.</p> <p>KKPDs have been implemented in Forest School. All the activities are planned to meet a KKPD.</p> <p>Each lesson begins with a review and reflect question to revisit their prior learning.</p> <p>Children complete 10 in 10 or Flashback 4 activities to revisit prior learning.</p> <p>Low-stake quizzes are used as an assessment tool to assess starting points of a topic.</p> | <p>Weekly Maths homework is set in all year groups.</p> <p>Children of all ages use money when using the tuck shop.</p> | <p>use correct vocabulary when discussing their learning.</p> <p>Children are exposed to a range of word problems and real-life contexts.</p> | <p>NRich website challenges are shared on Dojo for children to complete with parents.</p> <p>Weekly Maths homework is set in all year groups.</p> <p>Through TT Rockstar, Purple Mash, The White Rose app and Prodigy, children can practice their maths at home.</p> <p>The Mastery of Number program (NCETM) is embedded across EYFS and KS1. This ensures smooth transition through key stages.</p> <p>Children have the opportunity to be 'Lead Learners' in class and, where appropriate, support others.</p> <p>Deeper learning tasks are used from EYFS to Y6. All children access these and they are not just an activity used as a plenary at the end of the lesson.</p> <p>Children are supported with the reading of word problems, reading should not be a barrier to answering a mathematical questions.</p> |
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| <p>Knowledge Organisers are used to support key concepts and explain key vocabulary – these are used at home.</p> <p>The calculation policy has been shared with parents on Dojo to support home learning.</p> <p>After the topic has been taught, the children are presented with a blank knowledge organiser for them to complete, demonstrating the knowledge they have developed.</p> <p>Key vocabulary is displayed on the Science display boards for the children to refer back to throughout the day.</p> <p>Science is linked to other subjects, for example, Guided Reading (children are reading a range of texts about their science topic) Forest School (children in Foundation and KS1 attend Forest School weekly) Maths (children are creating graphs to show their results)</p> <p>Gap analysis from assessments informs planning.</p> | | | <p>Through the MAPS lesson design, there is consistent approach to learning, staff are encouraged to use the best resource to achieve the objective.</p> |
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