



## Oare CofE Primary School's Mathematics Curriculum

### **Intent**

*Why do we teach this? Why do we teach it the way we do?*

We aim for all pupils 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
- solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately

### **Implementation**

*What do we teach? What does this look like?*

To ensure consistency and progression, the school uses the 'Can Do Maths' Scheme to support our Maths planning which comes directly from the National Curriculum.

Mathematical topics are taught in blocks to enable the achievement of 'mastery' over time. Teachers plan 'small step' units of work that build on the skills gained by the children in previous blocks of learning.

Concrete manipulatives are used throughout the school to support the children's understanding of abstract mathematical ideas, to learn new concepts and to relate new concepts to what they have already learned. They are also used to assist children in solving problems. Children are encouraged to develop the best approach for the problem they are trying to solve.

<b>Mathematics Lessons: Teach Up</b> <b>M/T/W/T/F: (09:15 – 10:00)</b>		<b>Maths On Track Meetings: Keep Up</b> <b>M/T/W/T/F (11:30 – 12:00)</b>
<i>'Learning Together'</i>	<i>'Support&amp;Challenge'</i>	<b>Deliberate Practice Sessions</b> <i>Arithmetic/Intervention/Practice</i>

### **Mathematics Lessons**

Each lesson focuses on a manageable step of new learning based on the NC statements.

#### **Typical Lesson design:**

- 1) Hook It: Introduction
- 2) Teach It: Live modelling of the new learning with explicit use of potential misunderstandings
- 3) Practise It: All children practise together
- 4) Do It: Up to 5 examples – 5 'What it is' or '3+2 'What it is/What it's also'
- 5) Secure It: 1 or 2 Misunderstandings (True/false, Spot the mistake)
- 6) Deepen It: Apply understanding to solve new problems
- 7) Review It: Lesson Recap: Key Concept Statement and Key Vocabulary

### **MathsOnTrack (MOT) Meetings**

Day 1: Arithmetic

Day 2: Arithmetic

Day 3: Deliberate Practice: Past and Present

Day 4: Deliberate Practice: Past and Present

Day 5: Fact Friday

### **Impact**

#### *What will this look like?*

The school has a supportive ethos and our approach supports the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Children can underperform in mathematics because they think they can't do it or are not naturally good at it. The 'Can Do Maths' scheme address these preconceptions by ensuring that all children experience challenge and success in mathematics by developing a growth mindset. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure we are able to maintain high standards.