**Styal Primary Mathematics Curriculum**

**Intent**

At Styal Primary School, we recognise the value that a high quality mathematics curriculum can offer to our pupils and the impact that it can have on their future lives. All pupils are entitled to a maths curriculum, enabling them to become competent and independent mathematicians. We want pupils to build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations. Styal Primary intends to support all children to reach their potential and meet age-related expectations.

When teaching mathematics at Styal, we intend to provide a curriculum which caters for the needs of all individuals. Any children not achieving age-related will be closely monitored by the class teacher and Maths lead and interventions put into place.

**Implementation**

At Styal we help all children develop the skills and processes necessary to use Maths as part of their everyday lives. We deliver lessons that are accessible to all in our community and are engaging, whilst following Power Maths which is approved by the Department of Education. We teach skills through context, providing purpose and meaning, making mathematical experiences enjoyable, practical, relevant and realistic. This helps children to develop a positive attitude towards Maths and develop the ability to work independently with confidence in their work.

We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving. Fluency activities are practiced daily at the start of each day.

Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings.

Through mathematical talk, children will develop the ability to articulate, discuss and explain their thinking. We will provide the children with the necessary resources to allow all children to access the curriculum and encourage them to use this where appropriate to explain their logic and reasoning.

A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. Our mastery curriculum ensure that the children are taught to explain their choice of methods and develop their mathematical reasoning skills. We foster resilience and accept that mistakes are often a necessary step in learning. Our classes have an ethos where it is ok to make mistakes and we can learn from them.

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|  | Reception | Year 1/2 | Year 3/4 | Year 5/6 |
| Autumn | Place value to 5  + and –  Comparing groups to 5  Measures- time | Place Value  + and –  Shape | Place Value  4 Operations | Place Value  4 Operations |
| Spring | Place value to 10  + and –  Comparing groups to 10  Shape and space | x and ÷  Place value statistics  Length and height  fractions | Calculations  Fractions Length, Perimeter and Area  Mass  Capacity | Fractions, Decimals and Percentages  Co-ordinates |
| Summer | Place value to 20  Counting on and back  Exploring patterns  x and ÷ | Fractions money  Position and Direction  Mass capacity and volume | Decimals  Time  Statistics  shape | Shape, Space and Measure  Y6- algebra |

**Impact**

Maths is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time. As a result of our teaching, we expect that our pupils are able to apply their mathematical knowledge to other subjects.

We believe that all pupils can achieve in mathematics and it is our role to give them the skills needed to do this!