Curriculum Intent

Subject: Maths

At Kingsway we strive to plan and deliver a high quality and inclusive maths curriculum that houses a mastery approach. From EYFS to Year 6, we use White Rose to support our pupils' learning and understanding, which challenges their thinking, problem solving and reasoning skills. It also allows pupils to gain the fundamental building blocks of number at the appropriate stage of their learning. Across school we utilise a CPA approach where pupils are able to explore numbers, handle manipulatives and encourage learners to explain their thinking. We prioritise learning the basic principles of number, in order to enhance fluency, problem solving and resilience when solving problems.

Built into our lessons are opportunities to recap and revisit prior learning through a talking task and additional flashback activities. Following this, we teach them the new concepts for the lesson. We allow children to have opportunities to draw images to represent their thinking, as well as using models and manipulatives. We demonstrate how to use mathematical language effectively and have high expectations of pupils using the language too, this is also present within the learning environment. Children are encouraged to use relevant vocabulary within their discussions during lessons. Pupils use their maths books to record their understanding in a variety of ways. Our curriculum ensures maths is purposeful and relates to real life. In addition to our carefully structured lessons, children thrive in their learning of multiplication and show their competitive nature through games like Times Table Rockstars.

Aim:

Here at Kingsway we aim to ensure that all pupils:

- ☐ Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- ☐ Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ☐ Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.