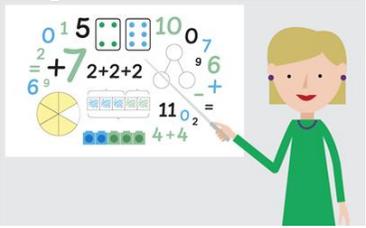


Common Road Infant and Nursery School
Mathematics
Curriculum Statement

'Flying High Together'

We aim to encourage our children to develop an appreciation and understanding of mathematical concepts through the use of concrete, pictorial and abstract representations, allowing our children to explore fluency, reasoning and problem solving concepts linked to 'real-life' situations.

Intent	Implementation	Impact
<p>At Common Road Infant and Nursery School we aim to help children develop a love for Mathematics. We know that Mathematics gives children the tools to function and excel in all walks of life, developing the skills to tackle everyday problems and succeed in future employment. It encourages and develops logical and creative thinking through reasoning and problem solving. Mathematics is a core subject in the National Curriculum and a prime area in the Statutory Framework for the Early Years Foundation Stage. We believe that children's attitudes to mathematics are formed through their early experiences at school and influenced by the discussion they have with their peers and the adults they learn from. Our aim is to ensure that our children are given the best possible introduction to Mathematics and become confident, enthusiastic and competent mathematicians in preparation for their future schooling and lives.</p> 	<p>The core of our maths curriculum is the National Curriculum, which provides a detailed scheme that is logically sequenced. Our school curriculum builds upon this using some elements of published schemes and some in-house materials. We use the White Rose scheme to complement our curriculum. We chose this scheme to develop our children's problem-solving and reasoning skills due to our children's limited ability to reason about their work and apply fluency to everyday problems. The scheme provides small steps with flexibility to meet the needs of all children. The scheme encourages mathematical talk with good prompt questions for teachers and the movement between concrete, pictorial and abstract representations which is important for deeper learning. Children can really see what they are doing when working out calculations, enabling them to make connections and thus giving them the knowledge to reason about their work. We have also written a comprehensive calculation policy, progression in methods policy and a progression in skills policy to demonstrate how we use manipulatives and pictorial representations to work out calculations. This gives teachers and parents a format to follow when explaining new concepts. We regularly review, assess and adapt our scheme of work to make sure that it remains exactly what our children need.</p>	<p>Most of our children will reach age related expectations and will have a developing understanding of mathematical skills and knowledge through the use of concrete, pictorial and abstract representations. They will be able to complete mathematical tasks that require the process of fluency, reasoning and problem solving. Their progress will be tracked daily ensuring well planned sequenced lessons supports them to develop and refine their mathematic knowledge and skills. Children will demonstrate progression of mathematical understanding, with appropriate vocabulary used which supports and extends their understanding. Children will demonstrate confidence when discussing mathematical concepts specifically when reasoning or solving problems within their own work, pupils will be able to identify their own strengths and areas for development.</p> 

The curriculum leader will:

- Share curriculum expectations effectively to support teaching and delivery.
- Ensure an appropriate progression of knowledge and skills are in place which supports the children in knowing more and remembering more as mathematicians.
- Ensure an appropriate progression of methods and calculation strategies are in place so that pupils are supported to be the best mathematicians they can be, this includes appropriate challenge to support all children within 'real-life' mathematical situations.
- Ensure an appropriate progression for vocabulary is in place which builds on prior learning, linked to the White Rose Scheme.

There should be
NO SUCH THING
as boring
mathematics.

Our learning areas will:

- Provide the children with a range of high quality concrete equipment and resources for each mathematical domain of the curriculum thus allowing them to explore fluency, reasoning and problem solving during any concrete, pictorial and abstract stages.
- Have display learning walls which include high quality WAGOLLS, evidence of the use of concrete resources, methods and ideas. Carefully chosen vocabulary, which are all updated when moving onto a new mathematical learning domain.
- Children will work in small groups or a whole class as appropriate.



Recorded evidence will show that:

- Children have had the opportunity to use concrete resources to apply knowledge and practice skills.
- They will record what they know through pictorial and abstract representations.
- They will produce high quality pieces of work which will showcase the knowledge and skills learned against methods and processes.
- Children's books will clearly show progression of knowledge and skills in line with expectations set out in the White Rose scheme.
- Their work, over time will showcase a developing range of skills and methods used across all of the areas of the mathematical curriculum.



The class teacher will, with support from the curriculum leader:

- Create teaching plans which ensures appropriate coverage of knowledge, skills and vocabulary from the White Rose Maths scheme.
- Ensure that concrete resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials to challenge their understanding.

Our children will be:

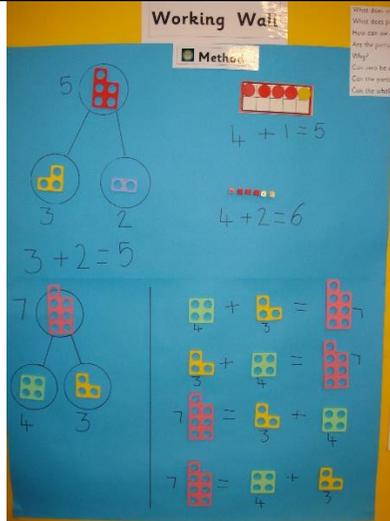
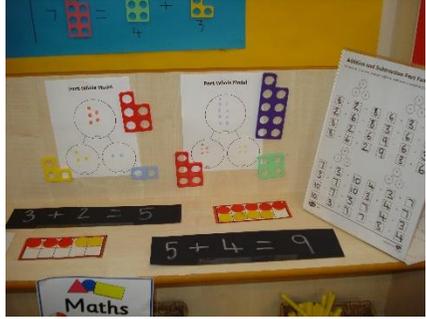
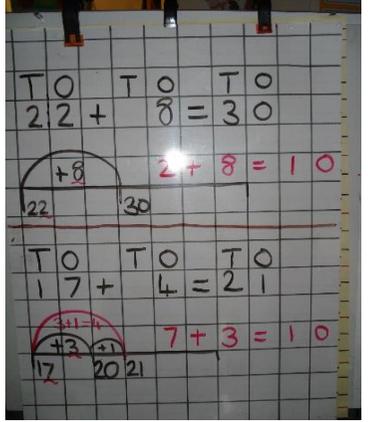
- Engaged learners – able to ask questions confidently.
- Resilient learners – who understand their own strength and areas for development.
- Able to review their own work and talk about how they can improve it.
- Enjoy learning in a safe environment which gives them opportunities to explore their own creative development through ‘real-life mathematical situations.
- Nurtured to overcome any barriers to their learning and develop their self-confidence.
- Develop mathematical knowledge and skills, confidently over time as a result of quality first teaching.



The curriculum leader will:

- Celebrate the successes of children in assembly, parents meetings, information meetings, governor reports and displays around school.
- Collate evidence over the year which will demonstrate that they know more and have remembered more, specifically when applying different methods and concepts to particular mathematical situations.
- Monitor the standards in the subject to ensure that outcomes are at expected levels for all pupils.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

School Evidence

	Nursery	Reception	Year 1	Year 2
Autumn Term				
				

				<p>Method Adding ones When crossing a ten</p> <p>$T.O$ $T.O$ $T.O$ $22 + 8 = 30$</p> <p>22 30</p> <p>$22 + 8 = 30$</p> <p>$T.O$ $T.O$ $T.O$ $17 + 4 = 21$</p> <p>17 20 21</p> <p>$17 + 4 = 21$</p> <p>$7 + 3 = 10$ $7 + 4 = 11$ $17 + 3 = 20$ $20 + 1 = 21$</p> <p>$7 + 3 = 10$ $3 + 1 = 4$</p>
Spring Term				
Summer Term				