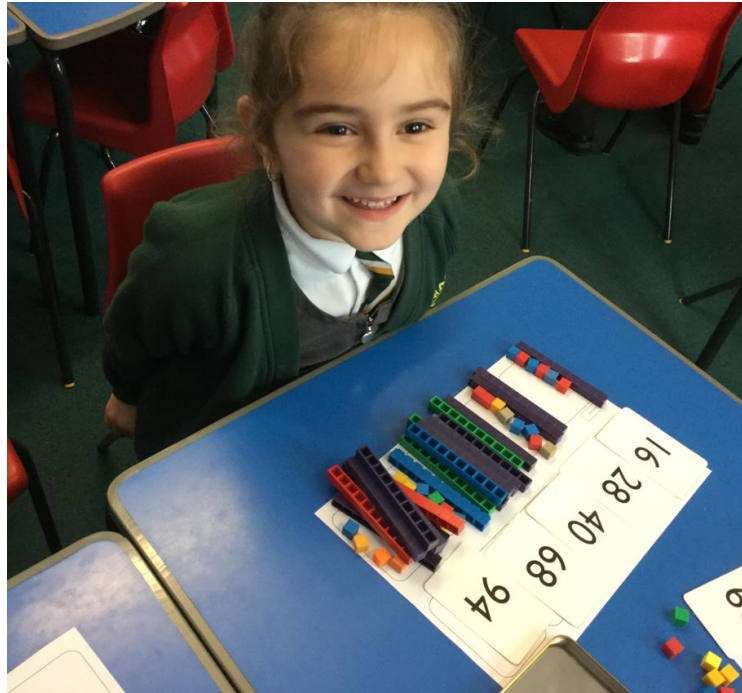


Maths at Warstones



Statement of Intent

Here at Warstones we believe that our maths curriculum will create enthusiastic, reflective, and deep-thinking mathematicians. Through our curriculum, we aim to develop the children's problem solving, resilience and reflective skills.

Our approach to maths is both skills and knowledge based. In order for children to develop into well rounded and passionate mathematicians, we aim to encourage the children's understanding of the world around them and ensure children have the skills to approach everyday problems.

As a school, we believe that fluency is key. Children need to have a secure understanding of basic principles in order to deepen their knowledge of the maths curriculum further. In maths lessons, children are encouraged to delve deeper into their understanding of mathematics and how it relates to the diverse world around them. In Key Stage 1 and 2 Children are given chilli challenges which enables them to consolidate their understanding and challenge themselves, fostering independence and critical thinking.

Children are encouraged to make mistakes in a safe and supportive environment. They are supported to discuss these misconceptions with their peers and staff alike. Use of appropriate vocabulary is modelled throughout lessons by both staff and children, allowing everyone to 'talk like a mathematician'.



Implementation

The Maths curriculum in EYFS is devised to develop early mathematics skills which are embedded during continuous provision. Practitioners provide creative and engaging opportunities for children to ignite their curiosity and enthusiasm for the subject. Children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Our Mathematics curriculum provides a strong basis for more complex learning later on.

To help structure and plan our lessons from Reception to Year 6, we use White Rose Maths Hub schemes of learning, to ensure firm foundations and sequence our learning. Alongside the SOL, we use a range of rich resources to enhance our lessons and deepen understanding.



Please follow the links below to find specific blocks from each term.

White Rose Schemes of Learning

To supplement our mathematical learning at Warstones, children have access to various learning platforms including Times Table Rock Stars.



By Year 4, children should be able to recall their multiplication facts up to 12×12 . To help them develop these skills, children can log on to [ITRS](#) using their username and password.

On Times Table Rockstars, pupils can practice their tables. This enables them to improve their Rock Speed and climb the Rockstar ranks! The online games reward children with virtual coins for each correct answer, which they enjoy spending on upgrading their personal rock avatar.

Impact

Throughout each lesson formative assessment takes place and feedback is given to the children through marking and next step tasks to ensure they are meeting the specific learning objective. Teacher's then use this assessment to influence their planning and ensure they are providing a mathematics curriculum that will allow each child to progress. The teaching of maths is also monitored on a termly basis through book scrutinies, learning walks and lesson observations. Each term children from Year 2 and above (and Year 1 from Spring term) complete a summative assessment to help them to develop their testing approach and demonstrate their understanding of the topics covered. The results from both the formative assessment and summative assessment are then used to determine children's progress and attainment.

The expectation is that most pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.