OUR MATHEMATICS CURRICULUM

We all use maths every day, even if that's not what we call it. We check our change at the shops, work out how expensive the new furniture will be, decide when we need to leave the house to get to the shops. And at the other end of the spectrum, brilliant scientists are using maths to build the internet and help us understand the laws of the universe.

Our main aims are to encourage children to enjoy maths, to help children to feel secure enough to 'have a go' at problem solving – and, most importantly, help them to see how this learning is applied to 'real life' situations so they will be able to use the things they've learned when they grow up.
To ensure we meet this aim the children will have daily maths lessons and, when able, will also complete daily individual mental maths questions outside their maths lessons.
We aim to meet the new national curriculum expectations and ensure that all children know their multiplication facts (to 12 x 12 and associated division) by the end of Year 4.

School currently uses the Maths No Problem scheme supplemented by resources the teachers have made/acquired.

We work closely with parents and provide children with resources they can use at home (tables charts and Times Table Rockstars (TTR)) as well as regular maths homework.

Daily lessons may be taught in a huge variety of ways but often include:

- Fix it time – a chance for the children to address any misconceptions and respond to teachers challenges and marking
- Mental or oral starters where children practise mental skills as a whole class.
- Main activity where children are introduced to and can practise new skills. This is taught either as a whole class or in groups
- Plenary where activities may be discussed and misconceptions addressed.

OUR CHILDREN ARE TAUGHT
To count and understand number: count simple units – and later, percentages and fractions
To know and using number facts: recall addition and subtraction facts, learning tables
To calculate: understand addition 'take away', multiply and divide in their heads, on paper (using calculators where appropriate)
To understand shape: look at, handle and describe the features of common shapes such as triangles, rectangles, squares, cubes, hexagons, pentagons, cylinders and spheres;
To measure: describe positions, directions and movements and right angles; work and measure with units of time, length, weight and capacity
To handle data: make lists, tables, graphs and charts, interpreting and predicting information from them

Assessment
All areas of the Mathematics curriculum are regularly assessed and staff meet to discuss individual children's progress at least half termly. Children in Year 2 and 6 are assessed against National Curriculum levels; Early years (Reception and Nursery) are assessed against the Early years curriculum.
Years 1, 3, 4 and 5 are assessed against Age Related Expectations (A.R.E). Children's progress and attainment are reported to parents via twice yearly parents evening and in the end of year report. On receiving the report parents/carers have the chance to discuss their child's progress with the class teacher.