Maths

Intent

At Burley Gate, our children are all mathematicians. Our curriculum based on the principles of Teaching for Mastery, is carefully sequenced and planned to provide children with a secure mathematical foundation and to give them the confidence and skills to support them in whatever future career path they take as well as their daily lives. We want our children to have high ambitions and regardless of their starting point, maximise their academic achievement and have a lifelong positive relationship with number.

Our children will make rich connections across mathematical ideas and develop fluency, mathematical thinking and problem solving skills that can be applied to science and other subjects.

Implementation:

Mathematics is taught in a clear progression that is appropriate to the age and stage of each child. We make use of guidance from the NCETM with planning supported by the White Rose small steps.

In Early Years the six key concepts of early mathematics are used:

- Cardinality and counting
- Comparison
- Composition
- Pattern
- Shape and Space
- Measures

In Year 1-6 the key concepts we teach are:

- Number and place value
- Number facts
- Addition and subtraction

- Multiplication and division
- Fractions
- Geometry

Mathematics is taught on a daily basis throughout the school. A range of practical exploration, concrete resources, pictorial representations, and abstract concepts are used to deepen children's understanding. Emphasis is placed on acquisition of precise and accurate mathematical language and every lesson provides opportunities for pupils to develop their vocabulary. We teach children to make connections and use their knowledge to solve problems and choose efficient methods to find solutions. Mathematics 'working walls' are in each classroom to provide key information and vocabulary with modelled examples to support learning.

Impact

Our teaching of, and curriculum for, mathematics will support our intention that all children will make expected progress and become confident, resilient, and independent mathematicians who believe they can achieve. Our children will demonstrate quick recall of facts and procedures including times tables and will demonstrate high levels of pride in their work and will use mathematical language spontaneously and accurately.