MATHS AT HAMER

Vision (Intent)

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Hamer's maths curriculum aims to equip all children with the knowledge and skills to achieve their potential in maths. Through our small step overviews, which have been created by teachers for the needs of our learners, we aim to teach the curriculum in a way that allows all learners to understand fluency, reasoning and problem solving. Our aim: for children to have an understanding and care about the world, to challenge thinking of the causes and effects and most importantly, have fun learning.

Our maths curriculum will help pupils gain a coherent knowledge and understanding of maths. Our split year groups, teach to the needs of the learners and the year group specific content that they need to know, to allow them to make progress. Our curriculum is in place to support not only the needs of the teachers, but the needs of every learner at Hamer Primary School, so they can all develop and make the required small steps of progress they need to achieve.

Using the programmes of Study from the National Curriculum it is our aim to develop:

- A positive attitude towards mathematics and an awareness of the fascination of mathematics
- Competence and confidence in mathematical knowledge, concepts and skills
- An ability to solve problems, to reason, to think logically and to work systematically and accurately
- Initiative and an ability to work both independently and in co-operation with others
- An ability to use mathematical language
- An ability to use and apply mathematics across the curriculum and in real life
- An understanding of mathematics through a process of enquiry and experiment

Through careful planning and preparation, we aim to ensure that throughout the school children are given opportunities for:

- Concrete, pictorial and abstract work
- Fluency, reasoning and problem solving
- Individual, group and whole class discussions and activities
- Using and applying their mathematical understanding across the curriculum
- Using a range of methods of calculating
- Use of mathematical language

Content and Sequencing (Implementation)

The National Curriculum Programmes of Study provide the detailed framework for implementing the statutory requirements for writing in school.
As a school, we have created small steps for each ear group from Nursery to Y6. These are documented in our Year group overviews. Each year group has a timetable for the units mapped across the year and each unit is split into small steps to support the planning and delivery of the lessons. However, these are a guide and teachers are able to adjust the learning to suit the individual needs of specific year groups eg, add in or take out small steps where appropriate. The sequencing of the small steps has come from the White Rose Hub materials, but adapted to meet the needs of our learners.
We also have a counting policy and Mental Maths policy – both of these have sequenced steps to follow in each year group that match the needs of the learners and the curriculum to allow the children to make progress.
All of the information can be found on the O drive in the Updated Maths folder.

Links
As much as possible, we try to show the children why we are doing certain units of work.
<u>For example:</u>
M/D 10, 100, 1000 links to measurement
Adding and subtracting decimals is linked to money
Measurement links to practical everyday jobs

Progress and Assessment (Impact)
Assessment
- Termly assessments using the NTS tests are conducted and analysed to find target children for classroom practice or interventions (Y6 SATs tests)
- Children are also assessed in each lesson and interventions take place daily to support anyone who needs it.
- Passports – assessed x3 a week
- Arithmetic tests in UKS2, which gaps are then identified and taught to.

Retrieval
5/6 a day sessions or revision questions once a day.
AM sessions to support gaps
X table sessions

SEND
All children are given the opportunity to access the maths curriculum at Hamer. Where additional support is required, adaptations will be made to ensure that individual children access learning that is meaningful to them. All children have the opportunity to get to their current year group expectations, but children will often start at their appropriate level with the support they need.

Enrichment
Maths happiness week
TT Rockstar day