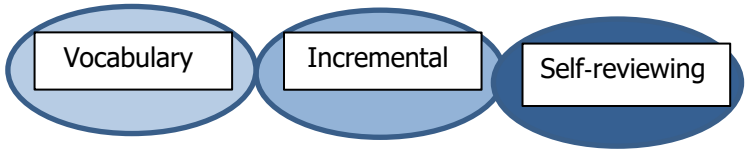
MATHEMATICS CURRICULUM INTENT

Nurturing Ambitious Individuals



'A Vocabulary and Knowledge Rich Curriculum'

"**Communication and language are the foundations of learning and thinking. Words describe and define the limits of our understanding." (Education, Endowment Foundation 2019**).

In line with our overall intent, teaching specific **vocabulary** is a fundamental part of our mathematics curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in **small incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of flashback four where knowledge gained is consolidated and built upon to support retention and recall.

At Slaley First School, the principal intent of our mathematics curriculum is in line with the National Curriculum Objectives for Mathematics, and the Statutory framework for Early Years. From the beginning, children are taught to have a deep understanding of numbers to 10, including the composition of each number. Our intent is that all pupil become fluent in the fundamentals of mathematics form the very beginning, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. We also aim to teach children to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. We teach our children to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.