



## Curriculum Offer

### Maths

#### Statement of Intent

Our intention is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject (National Curriculum, 2014).

At Exhall Junior School, we aim for children to develop the mathematics skills and understanding required for later life, but also to foster an enthusiasm and fascination about Maths itself. We aim to increase pupil confidence in Maths so they are able to express themselves and their ideas using the language of maths with assurance. Teaching is underpinned by a belief in the importance of Mathematics and that the children can succeed in learning mathematics in line with the age-related expectations for their current year group. They should have the opportunity to deepen their understanding by tackling challenging and varied problems rather than extend with new learning.

#### Special Educational Needs (SEND) / Pupil Premium / Higher Prior Achievers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependant on their needs. Children are given access to various concrete resources in lessons to support them. Key vocabulary is shared at the beginning of each lesson as well as being displayed on our classroom working walls. Our working walls are consistently up-to-date to give children reminders and display key information and methods. Additional challenge is available for all learners in lessons to give the opportunity to strengthen and deepen understanding.

#### Implementation

We implement this with children are taught Maths 4 times a week for at least an hour. During this hour, pupils are taught using the White Rose Small Steps to support the planning, of which is adapted to suit the needs of class. It will introduce vocabulary and include a starter task that addresses prior learning. Teachers will often use the I Do, We Do, You Do model to structure their lessons. 'I Do' shows the teacher modelling the learning; 'We Do' gives the children the opportunity to feedback to demonstrate their learning before the 'You Do' section where they will independently demonstrate their understanding of the skills and learning through fluency, reasoning and problem-solving activities.

Staff also deliver a 20 minute fluency session, 3 times per week, which provides opportunity to over-learn skills in order to become more fluent and efficient in them. This will include a times tables focus for Years 3 and 4 and an arithmetic focus for Years 5 and 6.

## Long Term Curriculum Plan and Small Steps

Year 3 - [Year 3 Long Term Plan](#)

Year 4 - [Year 4 Long Term Plan](#)

Year 5- [Year 5 Long Term Plan](#)

Year 6 - [Year 6 Long Term Plan](#)

## Impact

By the end of KS2 we aim for the impact for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. Children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. All of this combined will help to use Mathematics functionally in their everyday lives.