

Maths Curriculum

Intent

At Hazel Wood Infant School, we aim to give children a Journey of Opportunities that develop a love of learning based upon **independence**, **creativity**, **resilience** and being a **team player**. Centred around the Concrete Pictorial Abstract (CPA) approach, we embed our teaching through real-life contexts, making appropriate links across the curriculum. We strive to ensure that the three aims of the National Curriculum: Fluency, Problem Solving and Reasoning are seen as highly connected and interdependent skills of which is reflected within all learning experiences. Pupils learn to think mathematically, using a wide range of methods to allow for a deeper understanding and confidence when reasoning and problem solving. Emphasis is placed on number fluency to aid recall of facts so they can be as efficient as possible when working mathematically. This therefore, allows the children to achieve mastery with a deep, secure and adaptable understanding of what has been taught.

Implementation

Our curriculum is built upon a spiral approach from Year R to Year 2 with lessons and learning experiences planned sequentially over time to aid progression and understanding, building upon previous learning. In Early Years, children develop a love of maths with activities supported by White Rose focusing on developing a deep understanding of number. Therefore, building a strong foundation on which to build throughout the school. In KS1, planning is supported by Hamilton Trust, which allows children to be immersed in high quality mathematic teaching particularly focused on mixed year classes. This is supplemented with other programmes in order to ensure a broad range of learning opportunities.

Year 1/2 lessons are typically broken into four parts:

Mental Starter - this could be exploring an open-ended question (differentiated) or opportunities for active maths outside practicing and revisiting key number skills.

Whole Class - the entire class spends time on a question guided by the teacher with differentiated questions targeted at Year 2 and opportunities for overlearning. The children are encouraged during this time to think of as many ways as possible to solve the question as possible. The teacher introduces and explains the new learning for the lesson.

Guided Practice - children practice new learning in groups, pairs or individually guided by the teacher.

Independent Practice - practice on your own. Once children have mastered the concept, they use their reasoning and problem-solving skills to develop their depth of learning.

Within lessons, we provide the pupils with the opportunity to deepen their conceptual understanding by reflecting on the maths taught and providing plenty of opportunities for reasoning and discussion. Pupils who need additional support are given targeted interventions including 1stClass@Number, as well as keep-up, catch-up sessions on the day or within the week. We encourage deep thinking through challenging problems from a wide range of resources, such as: NRiCH, NCTEM, White Rose Hub and I-See Reasoning.

Impact

When pupils leave the Hazel Wood Infant School, their learning in Maths will have enabled them to be fluent at manipulating number; able to reason confidently and solve both routine and non-routine tasks, using an appropriate and efficient method. As rooted from our learning values the children will thrive on the chance to have go while showing confidence to apply and learn from their mistakes. Using their high-quality maths education, they will have a strong foundation for understanding the world, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.