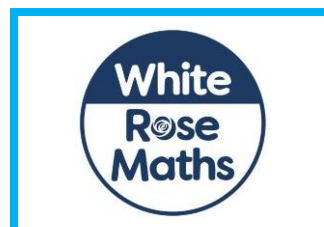




Maths Implementation Statement

Overall aim: To teach pupils to become fluent in the fundamentals of mathematics, applying their declarative knowledge to procedural methods and then conditional reasoning.



Implementation of Maths

Maths is taught through a sequence of lessons following the National Curriculum objectives for KS1, KS2 and Development Matters in Early Years. The school follows a philosophy by which our children develop three main types of knowledge: declarative (fact retrieval), procedural (method rehearsal) and conditional (reasoning), achieved primarily through the use of White Rose and supporting resources.

COLD



GOLD

Sticky knowledge

- Repetition of key number facts, such as number bonds and multiplication tables
- Mathematical vocabulary
- Clear progression through year groups
- Extra arithmetic-based sessions to rehearse and consolidate knowledge

How are we meeting the needs of all learners?

- Cold to gold assessments
- Sequential teaching sequence
- Broad differentiation of maths teaching
- Use of concrete resources and pictorial representations across all year and ability groups

Links to core skills (language, reading, writing and maths)

- Development of children's vocabulary through new mathematical terms
- Improved inference skills when reading (or being read) reasoning problems to further conditional knowledge
- Development of logic aligned to procedural writing and computing
- Opportunities to develop spoken language through verbal reasoning, recorded using iPads

Opportunities for enrichment

- Maths as part of STEM projects, outdoor learning opportunities and in practical contexts
- Ozzie 80
- Daily Mastering Number (R/KS1) & guided maths sessions (KS2)
- Times Tables Rockstars challenges