



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.

The national curriculum in England

Key stages 1 and 2 framework document



Implementation of Maths

Maths is taught through a sequence of lessons following Development Matters in Early Years and the National Curriculum objectives for KS1 & KS2. 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.

COOL



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?

- Cool to gold assessments
- Sequential teaching sequence
- Differentiation and adaptive teaching in 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 across the curriculum
- Outdoor maths learning opportunities
- Maths days/weeks, including visits and visitors
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