



Henleaze Infant School

Our Maths Curriculum



Intent:

At Henleaze Infant School the intention for our Mathematics curriculum is that all children enjoy and feel enthused about mathematics, which will foster future awareness and fascination. The children will view themselves as confident, able mathematicians with fluency in mathematical knowledge, concepts and skills. Through developing a child's ability to calculate, reason and problem solve, Mathematics teaches us how to make sense of the world around us. Therefore, we aim to ensure that our pupils develop the ability to use and apply mathematics across the curriculum and in real-life scenarios, as well as developing the skill of mentally checking calculations for accuracy and reasonableness.

By the time children leave Henleaze Infant School they will have developed the ability to solve problems by applying their skills to a variety of routine and non-routine problems and to reason by thinking logically and working systematically and accurately. Our pupils learn to reason mathematically and explain relationships using specific, related mathematical language. We truly believe and make it explicit that every child is a mathematician, and this is mirrored in our consistent and engaging whole school approach. Our pupils persevere when working independently as well as cooperating with others to understand mathematics through a process of enquiry and experimentation. All of our staff work with the children to advance pupil outcomes in mathematics through quality first teaching, intervention and support groups.

Implementation:

Our curriculum incorporates the coverage of the statutory outcomes outlined in the Early Years Foundation Stage and KS1 Mathematics Programme of Study – National Curriculum 2014. Our planning is based on the White Rose Maths Schemes of Learning to guarantee consistency, coherence and progression throughout the EYFS and KS1. In addition staff refer to other materials to support short-term planning. These are used across EYFS and KS1 allowing children to be exposed to a variety of different types of learning and problems to solve. Teachers implement our schools' agreed Calculation Policy of Concrete, Pictorial and Abstract (CPA). To learn mathematics effectively, some things have to be learned before others and this order of small step learning is factored into our planning (e.g. place value needs to be understood before working with addition). At Henleaze Infant School, we have an emphasis on number skills first, carefully ordered, throughout the curriculum. We support our children to become visualisers, describers and experimenters. Our pupils engage and enjoy using concrete resources to experiment and complete practical activities. We help our children to be visualisers through using the CPA approach. This helps pupils understand mathematics and to make connections between different representations. We encourage our pupils to become describers as we place a great emphasis on the mathematical language and questioning so pupils can discuss the mathematics they are doing. Sentence stems are regularly used during whole class discussions to support our younger children to learn mathematical language and develop their ability to reason. We support our children to become experimenters as we want pupils to love and learn more about mathematics.

Children take part in explicit daily mathematics lessons with a specific focus on either Number or Measure, Geometry or Statistics. All areas of the mathematics curriculum are continually revisited through planned short or longer in-depth teaching sequences to enable children to develop a depth of understanding.

At Henleaze Infant School, we regularly give our children opportunities to use and apply their mathematical learning in everyday situations, aiming to embed mathematical skills across the curriculum. Through the use of ELLI characters, our pupils persevere when working independently and cooperatively with others to understand mathematics through a process of inquiry and experiment during open tasks, as well as closed. At Henleaze Infant School, the children are given opportunities to work with computers as a mathematical tool. For example, our children use Number Gym in school and at home to develop fluency while using technology and having fun.



Whole School Curriculum Map for Maths

Term	EYFS	YEAR 1	YEAR 2
Autumn 1	Place value within 5 Addition and subtraction within 5 Time	Place value within 10 Addition and subtraction within 10	Place value Addition and subtraction
Autumn 2	Addition and subtraction within 5 Place value within 10 Shape and space	Place value to 20 Addition and subtraction within 20 Position and direction 2D and 3D shapes Time	Money Multiplication and division
Spring 3	Addition and subtraction within 10 Shape and space Pattern	Addition and subtraction within 20 Place value to 100 Numbers within 100	Statistics Properties of shape Position and direction Length and height
Spring 4	Counting to 20 Multiplication and division Measure	Money Addition and subtraction within 20 Weight Length and height	Fractions Time Mass, capacity and temperature
Summer 5	Number patterns Measure Place value	Multiplication and division Time	Place value Calculation
Summer 6	Addition and subtraction Multiplication and division Shape	Place value to 100 Fractions Capacity	Addition and subtraction Multiplication and division Measurement