

### **3Is for mathematics**

#### **Curriculum Intent:**

*Why do we teach this? Why do we teach it in the way we do?*

Mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils at Hazel Leys to experience the enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding.

We foster a positive 'can do' attitude and we promote the fact that 'We can all do maths!' We believe all children can achieve in mathematics and that there is no ceiling to learning. We teach for secure and deep understanding of mathematical concepts through progressive tasks. Mistakes and misconceptions are considered an essential part of learning and teachers help children to view them as such. We believe that all children should be given the opportunity to be challenged and explore their mathematics more deeply. As such any child, no matter their current attainment, will receive extra challenges if they reach a good understanding of the current maths learning. All children will be given daily opportunities to reason, prove and problems solve.

#### **Curriculum Implementation:**

*What do we teach? What does this look like?*

Our whole curriculum is shaped by our school vision which aims to enable all children to develop their individual talents, realise their potential and aspire to become the very best they can be, regardless of background and ability.

We teach the National Curriculum through the MathsBeat curriculum. MathsBeat sequences have been designed to support our teachers to deliver a carefully planned progression that ensures consistency. The sequences have in built assessment opportunities that make those meeting expectations of the task and those who require more support or challenge visible to any adult in the room. This allows for intervention within the lesson through responsive teaching. Gaps arising are dealt with through Maths challenges that take place three times a week. There is no single lesson format at Hazel Leys, teachers use their professional judgement to decide the most appropriate format for teaching based on the concept being taught and what their assessment tells them about their learners.

#### **Curriculum Impact:**

*What will this look like?*

By the end of KS2 we aim 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 and the resilience 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.