



## Subject Overview

Mathematics					
<b>Vision for Mathematics</b>		<b>Key Concepts</b>		<b>Content and Sequencing</b>	
For all children to develop a love for mathematics, confidently using fluency, reasoning and problem solving to solve routine and non-routine problems in relation to real life situations.		Addition Subtraction Multiplication Division Fractions		Geometry statistics Measure	
<b>Curriculum Drivers</b>					
<b>Aspirational</b>	<b>Outward Looking</b>	<b>Conceptual</b>	<b>Experience Led</b>	<b>Language Rich</b>	<b>Enquiry Based</b>
All children can access maths and see how relevant it is for them in their daily lives. Using a range of approaches, children can see that they can use a strategy that makes sense for them to use. We use concrete, pictorial, abstract as a model for all learning so children have a range of structures to hang their learning on.	All learning comes from a real life context to see how mathematics is a vital skill in the real world.	Using a cyclical curriculum, all areas are returned to frequently. Where possible concepts are linked together so children get more exposure to each idea.	All learning comes from a problem based in a real life context to see how mathematics is a vital skill in the real world.	Children are introduced to subject specific language in each unit, language is displayed in the classroom and children are supported to use appropriate language in their explanations and problem solving.	All learning journeys start from a problem with the children unpicking the appropriate steps in learning they need to solve it.
<b>Links with Mathematics and English</b> 		<b>Progressive</b> 		<b>Inclusive</b> 	
Opportunities to apply their English skills: <ul style="list-style-type: none"> <li>➤ Using reading skills to unpick problems</li> <li>➤ Written reasoning</li> <li>➤ Being able to discuss thinking and reason why they think that</li> <li>➤ Use of mathematical language</li> </ul>		<ul style="list-style-type: none"> <li>➤ Evidence in books</li> <li>➤ Increasing complexity in problem solving when moving through the school</li> <li>➤ Clear progression on the HAM documents</li> <li>➤ HIAS planning exemplification documents to support understanding of the content of units</li> <li>➤ Use of NCTEM mastery documents to show expected standard in each concept area.</li> </ul>		<ul style="list-style-type: none"> <li>➤ use concrete, pictorial, abstract as a model for all learning so children have a range of structures to hang their learning on.</li> <li>➤ Real life contexts making learning clear and bringing context to life for all learners</li> <li>➤ Use of pictures And real life objects to model and show children what concepts look like</li> <li>➤ Cyclical approach, returning to concepts over again.</li> </ul>	