

**COOMBE BISSETT CoE PRIMARY SCHOOL  
CURRICULUM STATEMENT FOR MATHS**

VISION	VALUES						
<p>Together we can:                      “Soar on wings like eagles,                      Run and not grow weary,                      Walk and not be faint.” Isaiah 40:31</p>	<table border="1"> <tr> <td>Care (love &amp; service)</td> <td>Belief (trust &amp; hope)</td> </tr> <tr> <td>Commitment (friendship &amp; respect)</td> <td>Bravery (courage &amp; justice)</td> </tr> <tr> <td>Creativity (solving problems &amp; doing your best)</td> <td>Brilliance (wisdom &amp; truth)</td> </tr> </table>	Care (love & service)	Belief (trust & hope)	Commitment (friendship & respect)	Bravery (courage & justice)	Creativity (solving problems & doing your best)	Brilliance (wisdom & truth)
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**MATHS**

“Mathematics is not about numbers, equations, computations or algorithms: it is about understanding.”: William Paul Thurston.

**Intent**

- **Mathematics Statement of Intent**

The intent of our Mathematics curriculum is to provide a curriculum which is accessible to all and will maximise the development of every child’s ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that Mathematics has been developed over centuries, providing the solution to some of history’s most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.

The national curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

- can solve problems by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Implementation

CURRENTLY – AS PART OF THE COVID-19 RECOVERY – WE ARE FOLLOWING THE WILTSHIRE PRIORITISED MATHS CURRICULUM.

The content and principles underpinning the 2014 Mathematics curriculum and the Mathematics curriculum at our school reflect those found in high-performing education systems internationally. These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

To ensure whole school consistency and progression, the school uses the Archimedes Mathematics Hub Mixed Age Planning supported by the 'Hamilton Trust' scheme.

Mathematics is taught discretely on a daily basis:

- A whole class Mathematics Lesson (mornings).
- A Fluency Session (afternoons).

Mathematical topics are taught in repeated blocks, to enable revisiting of the topic areas through the year, with planned progression and the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. Children who are identified as requiring further support to understand concepts are supported through additional Intervention sessions using the Rising Stars 'On Track Maths' programme, that enables teachers to fill gaps in children's knowledge and raise attainment with structured short sessions targeted at specific strands.

Mathematics is also a key part of weekly Homework, providing further practice in both Fluency and curriculum areas.