Spreyton Primary - Curriculum Intent Statements

Mathematics

Our Values

Passion	Pride	Positivity	Perseverance
Children ask **questions** and can make connections in their learning. They are able to learn in different ways, using their **imagination** and **enthusiasm** to develop their skills in writing and are reflective in their learning. We want children to be excited by the challenge maths presents, to be curious about numbers and how they relate to the real world. They will be able to talk confidently and positively about their work. Teachers must have a good subject knowledge and be able to make links for the children between the different areas of maths so the children can see these links and build confidence across the different areas.	The children take **pride** in the work they produce and want it to be the best they are capable of. They want to **share** their work with others through class sharing, displays and presentations. The children can confidently talk and reason about their maths ideas and explain what they have done and where they could improve. They are clear and concise in their ability to share understanding and methodologies with their peers and other adults. They can work in an orderly and efficient manner both mentally and in written work.	The children can work together to **share** ideas and support each other. They can add their ideas and listen to the ideas of others with **respect.** We want children to tackle maths in a positive manner – to see it as a challenge not a chore! They talk freely using mathematical language to share ideas and seek support from peers and adults. The children are happy to take risks and not worry about failure, seeing this as an opportunity to improve. Achievements are celebrated in class and assemblies to raise the profile of maths.	The children are **self-motivated** and **independent** learners. They can use support materials around the classroom to improve their work. They work methodically through the small steps in their learning in order to build on knowledge and skills. Children need to understand the correct answer will not always be easy to find and there may be more than one way to get to the answer. They will need strategies to cope with failure and use that knowledge to search for the answer rather than giving up. We will give the children the tools and building blocks such as place value knowledge and times tables to support this.

Coherence	**Representation and Structure**	**Mathematical Thinking**	**Fluency**	**Variation**
Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps.	Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.	If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others.	Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.	Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.