

## Maths Curriculum at Glapton Academy

### Maths - Subject Leader



**Miss L. Shenton**

**Qualifications:**

BA (Hons) Childhood studies  
Qualified Teacher Status

**Roles:**

Year 6 Class Teacher  
Maths Lead  
Staff Governor

*Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. (DFE 2014)*

#### Maths - Subject Vision

At Glapton Academy, our maths curriculum enables pupils to gain a deep, long-term, secure and adaptable understanding of mathematics.

We endeavour to make our mathematics lessons as exciting and engaging as possible for our children. We ask mathematical questions which engage and intrigue our learners; we offer mathematical challenges which stimulate and excite our pupils; we value 'maths talk' and seek collaborative opportunities; we emphasise the importance of mistakes and encourage growth mind-set; and we provide regular Active Maths lessons which studies have shown increase content knowledge, critical thinking and problem-solving abilities, and positive attitudes towards learning (Anderson et al, 2005).

Maths is an integral and fundamental aspect of everyday life and with that in mind, we endeavour to equip pupils with confidence, resilience and a depth of understanding in maths that will underpin and fuel their future learning.

#### Maths - Subject Aims

Our intention is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures when they leave us and go to secondary school.

Aims for our pupils:

- To grow and maintain a positive attitude towards mathematics, asking and answering questions regularly.
- To develop a growth mind-set, openly sharing their work and learning from mistakes.
- To become confident and competent with number, including fluency with mental calculations and making connections.
- To become problem solvers, who can reason, think logically, work systematically and apply their knowledge of mathematics to other curriculum areas.
- To develop their use of both written and spoken mathematical language.

### Maths - Subject Design

At Glapton Academy, our maths curriculum has been designed in line with the statutory requirements for the teaching and learning of maths as set out in the National Curriculum Maths document 2014 and is supported by the White Rose Maths scheme of learning.

Our curriculum ensures that children's knowledge is developed sequentially. Our carefully mapped plans ensure that new knowledge and skills are continually built upon whilst still recognising the importance of revisiting and reinforcing concepts to embed learning.

Within our maths lessons, we recognise that every child deserves to be set appropriate learning challenges which suitably stretch and challenge individuals; to be taught well and be given the opportunity to learn in ways that maximise the chances of success; and to learn in a stimulating and exciting learning environment that uses appropriate resources to enhance teaching and learning.

Within maths lessons, fluency, reasoning and problem solving play an essential role in helping pupils to gain a deeper understanding of a topic. We endeavour to ensure all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice, so that pupils develop conceptual understanding and recall and apply knowledge.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems.