Days Lane's Maths Curriculum

Subject Intent

- Mathematics is important in everyday life and, with this is mind, the purpose of Mathematics at Days Lane is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- All children are challenged and encouraged to excel in Maths.
- New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding.
- Arithmetic and basic math skills are continually practised to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.
- The curriculum is carefully planned and structured to ensure that current learning is linked to previous learning, through the use of whole school progression maps.

Subject Implementation

- Our maths curriculum follows a mastery based approach, alongside concrete, pictorial and abstract (CPA).
- Planning is formed and aligned with the national curriculum and topics are organised following Days Lane Maths Curriculum Map.
- The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.
- Our Nursery and Reception curriculum draws on the Development Matters Framework, in preparation for the national curriculum in Year 1. In Reception the focus is on numbers to 20, strategies for addition and subtraction as well as an understanding of shape and space. Within Reception there are three role play areas (one in each class and one in the playhouse) where maths opportunities are included. Children are often more receptive to open dialogue with others when engaged in play and these provide excellent opportunities to practise their mathematical skills.
- Maths is taught daily including one arithmetic lesson on a Friday. Times Table lessons are also taught twice a week in KS2.
- Show Me What You Know (pre-assessments) are used to check existing knowledge at the beginning of each maths areas and this process informs subsequent lessons plans.
- Post-assessments are used at the end of a maths area to gather formative assessments on the children's level of understanding and skills they have acquired.
- Maths assessment frameworks are updated regularly to inform next steps and, where necessary, intervention for children.
- Teachers cater for the varying needs of all learners, differentiating the templates with a 'chilli' system and the level of scaffolding provided (practical resources).
- Themed days, including Number Day, are planned to further enrich children's maths learning and enjoyment of the subject.
- Where possible, meaningful cross-curricular links are made with other subjects e.g. in Y4's history topic 'The Romans' and Roman Numerals, recording data and drawing graphs in Science investigations.

Subject Impact

Through the high quality teaching of maths taking place, we will see the impact of the maths curriculum in different ways:

- Through pupil voice children will be able to talk about the skills and knowledge they have acquired.
- Children will be engaged in maths lessons and display high levels of challenge and reasoning.
- Children will demonstrate analytical thinking and questioning of areas of maths.
- Outcomes in books will evidence a broad and balanced maths curriculum.
- The school environment will be maths rich through working walls (displaying our CPA approach), resources, vocabulary etc.
- As mathematicians, children will be able to apply their skills to real life situations to prepare them for the wider world e.g. giving change, timetabling etc.
- Assessments and monitoring will show standards in maths to continue to be high (continuously above the national picture) and will match standards in other subject areas.

Maths	2017		2018		2019		2022	
	MT	GD	MT	GD	MT	GD	MT	GD
School	80%	26%	81%	39%	82%	32%	80%	37%
Bexley	75%	27%	77%	30%	79%	32%	74%	27%
National	70%	23%	75%	24%	79%	27%	71%	22%