



Maths Curriculum Statement

		Curious	Creative	Confident
Intent	<p>At Montpelier, we believe that a high-quality maths education allows pupils to better make sense of the world by making connections between maths and everyday life. Pupils will secure the facts, procedures and strategies they need in order to become confident mathematicians be it in school, on to their next stage of learning or as they progress through life. This confidence will allow our pupils to approach maths with curiosity and develop a deep enjoyment for maths.</p> <p>Sequenced and coherent: our maths curriculum is carefully sequenced so that new learning is met in a logical order, building on and making links to existing knowledge.</p> <p>Accessible and ambitious for all: All children are supported to access ambitious learning using scaffolding and support to achieve highly.</p> <p>Relevant: we prepare children to be successful in their next stage of learning and beyond.</p> <p>Broad, balanced and in depth: our maths curriculum provides children with the knowledge and skills they need to develop into well-rounded individuals. We invest time to go deeper and gain a thorough understanding of concepts.</p> <p>Evidence informed: we use current educational theory to inform our maths curriculum design, ensuring that pupils know more and remember more.</p> <p>Knowledge and vocabulary rich: we teach the knowledge and language to support pupils to think like a mathematician</p>			
		KS1	KS2	
Implementation	What	<p>Mastering Number White Rose Foundation use Mastering Number as their core scheme and supplement with White Rose for shape, space and measure. Years 1-6 use White Rose as their core scheme and supplement with Mastering Number for number sense.</p>		
	How	<p>Maths curriculum At Montpelier, we teach an ambitious and coherent curriculum, using the mastery approach with White Rose and the NCETM's Mastering Number materials. These are consistent with the aims and objectives of the National Curriculum.</p> <p>Prioritisation Our schemes have number at their heart. At Montpelier, we understand the importance of number and calculation, and this is reinforced in order to build competency and ensure children can confidently access the rest of the maths curriculum. We refer to the DFE's Ready to Progress Criteria to summarise the most important knowledge in each year group.</p> <p>Mastery of skills Children acquire depth of knowledge in each topic and opportunities to revisit previously learned skills are incorporated. This is built into the curriculum as a whole, units of learning, lessons as well as additional opportunities to revisit such as Flashback 4. Children learn facts to automaticity and are secure in procedural knowledge, allowing them to match these skills to problem-solving and reasoning. The progression of skills illustrate what pupils are expected to know at each stage of their maths journey and the calculation policy shows how.</p>		

		<p>Inclusivity Using the mastery approach, all children learn together, using scaffolding and support as necessary to allow all pupils to access the same ambitious maths learning. It may be necessary on rare occasions for additional support, such as different learning, to be put into place to allow pupils working significantly below age-related expectations to make progress. Teachers will be supported with these decisions by the maths lead and SENDCO.</p> <p>Concrete – Pictorial – Abstract (CPA) Children will develop a deep understanding of concepts using the Concrete – Pictorial – Abstract (CPA) approach. Children have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are learning. Alongside concrete resources, children work with pictorial representations, making links to the concrete. Visualising a problem in this way can help children to ‘see’ the maths, and then apply this when reasoning and problem solving.</p> <p>Interventions At Montpelier, we use assessment to know when it is appropriate to make additional interventions. This can take different forms such as pre-teach, keep up or catch up interventions.</p> <p>Maths at home In KS1, pupils have access to Numbots which supports pupils to master number bonds within 10 in a fun and engaging way. In KS2, pupils use TT Rockstars, to master times table facts up to 12 x 12 and related division facts, and beyond. In Year 6, pupils receive additional homework to revise key maths learning and support the transition to secondary school. Additional resources are available on the school website such as White Rose video links, Big Maths, Maths Moments at home, as well as other useful home-learning websites. Additional support for parents includes in-house training and external workshops such as ‘Bag of Number’</p>
	Fingertip Knowledge	See White Rose progression document and Ready to Progress information for important knowledge per year group.
Assessment		<p>Assessment for learning: see feedback policy for specific strategies</p> <p>Assessment of learning: EYFS: EYFS Baseline, Early Learning Goals, Development Matters, Mastering Number (composition with 5) KS1: Early Learning Goals (continuous provision), White Rose end of block assessments, White Rose end of term assessments, Mastering Number (number bonds to 10), Numbots data, optional end of KS1 assessments. KS2: White Rose end of block assessments, White Rose end of term assessments, Mastering Number (times tables 12x12), TTRockstars heatmaps, Multiplication Times Table check, end of KS2 assessments.</p>

Impact	Quality of education	Behaviour and attitudes	Personal development
	<p>Pupils can identify the uses of maths within our world.</p> <p>Pupils know when and how to use mathematic equipment (where appropriate, to a good degree of accuracy).</p> <p>Pupils can engage in discussion using appropriate mathematical vocabulary.</p> <p>Pupils can explain mathematical concepts.</p>	<p>Pupils are excited about maths and engage in activities with enthusiasm.</p> <p>Pupils ask questions about maths. They use a CPA approach to 'see' the maths and explain it.</p> <p>Pupils ask 'Why?' 'How?' and 'What if?'</p> <p>Pupils engage in discussion around mathematical ideas and concepts.</p>	<p>Pupils are able to make connections between their world and maths learning in school.</p> <p>Generate ideas and can discuss what they notice about some mathematical concepts. They can talk about patterns and variation with confidence.</p> <p>Pupils are motivated to continue their maths learning at home.</p>