



William Shrewsbury Maths Curriculum Intent 2019-20

If you don't want to learn, no one can make you. If you are determined to learn, no one can stop you.

Intent	Implementation	Impact (How can we prove this?)
<p>To foster a positive attitude towards Maths and ensure that our children enjoy Maths activities.</p>	<ul style="list-style-type: none"> • Use of open and probing questioning sparks the children's curiosity. • We have a growth mindset approach to all learning and ensure that children understand that making mistakes is how we learn something new. • We teach Maths through the use of practical activities using a range of concrete resources and visual representations eg Numicon, Deines, games, investigations, links to other curriculum areas. • Lessons are chunked into a 'ping-pong' style approach between teacher input and pupil engagement to ensure continued challenge, progression and focus throughout lessons. • We provide differentiation through depth of learning, not content. 	<ul style="list-style-type: none"> • You will see that the children speak positively about maths and there is a purposeful level of focus within the class. • Resources and a variety of representations are evident on tables and within books. • Children are undeterred by mistakes and are willing to share these with others. • You will see intelligent practice where children are made to 'think' and 'test their understanding' during each point of the lesson.



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<p>To ensure that our children reach age related expectations in Maths so that they have a deep knowledge and understanding of the subject and feel confident about the next stage of their education.</p>	<ul style="list-style-type: none"> • Teachers use a range of resources including White Rose, Master the Curriculum, Target Your Maths and open ended investigations from sites such as Nrich to develop tailored lessons pitched at the appropriate End of Year expectations. • Teachers make effective use of AFL, including assessment opportunities throughout lessons, in order to expose and address misconceptions. • A medium term plan is completed for each unit of work so the learning sequence is clear and progressive. This will also allow for Maths to be taught consistently across a year group and so that resources can be effectively deployed. • Children are challenged twice every half term with a target mat test. The data from this is analysed by the teacher and applied to their next terms plans. Children are aware of their targets and 	<ul style="list-style-type: none"> • A variety of resources are used within lessons and these are seen through lesson observations and book trawls. • Misconceptions are picked up throughout lessons, shared with individuals and/or the rest of the class and discussed and learnt from. • Medium term plans are created and taken in half termly to check the progression of mathematical concepts. • Data from children's target mat tests can be seen through analysis sheets which are shared with maths coordinators. Information from these are then applied to future plans.



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	<p>the next steps to move their learning forward.</p>	
<p>To encourage children to see patterns, relationships and connections both within and across number and shape and space and get a sense of curiosity and awe and wonder at the effects of these connections.</p>	<ul style="list-style-type: none"> • We encourage and point out patterns within and across different concepts to enable children to improve their mathematical understanding. • We give opportunities for open-ended investigations where children use their knowledge and reasoning to discover patterns and relationships. 	<ul style="list-style-type: none"> • Evidence from book trawls and through pupil discussion will highlight the use of reasoning and problem solving challenges and investigations. • Teachers' planning and organisation of concepts will highlight their understanding of the intrinsic links between different mathematical ideas.
<p>To develop children's reasoning skills so that they can apply their learning to a range of problems and investigations.</p>	<ul style="list-style-type: none"> • Children are given 'deeper learning' questions in most lessons to encourage them to apply their knowledge and reasoning skills to solve problems. • Staff use probing vocabulary to delve deeper into children's explanations: Convince me, prove it, what is it also, which is the odd one out, Show me and another.....and another ... etc... • Staff make purposeful mistakes in order to provide teaching points and 	<ul style="list-style-type: none"> • Children can use the correct mathematical vocabulary to explain their reasoning and justify their answers - this will be seen in whole-class learning as well as through the use of 'learning partners.' • Children are more confident to contribute in class discussions. • Book trawls will highlight the use of reasoning based tasks and specific prove-it questions.



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	opportunities for children to discuss errors.	