****

**The Willows Grow |& Achieve Curriculum**

***~ Maths ~***

***You plant your tiny precious seeds with us …***

***Together We Nurture, Enrich & help them Grow to be the best they can be!***



At The Willows School we strive to make maths **fun, engaging and interesting** for all children by delivering a quality maths curriculum. Our intent for mathematics is that **learning has a purpose**. We aim for **every child** to become an **effective** and **confident mathematician** so that they can **apply their key skills** of learning in a **variety of practical concepts** to give meaning to maths using **real - life opportunities.**

Children at The Willows School are provided with a variety of different resources to enable them to access their mathematic learning. Numicon and Base 10 are essential resources used at our school. They can be found in areas of provision for children to **access independently** and are available throughout school. We have the same resources on display throughout the school to ensure **cohesion and familiarity** as children progress and move up to their next year group. Non-negotiables have been agreed and include number squares, number lines and digit displays with corresponding Dienes models up to 20 in Early Years and up to 50 in KS1.

We incorporate maths schemes such as **White Rose Maths Hub** to **support our planning** which provides opportunities for the children to become **fluent** in the fundamentals of mathematics, to **reason mathematically** in a range of situations and to **develop skills in problem solving.** **Mental mathematics** is a key skill children need to develop to be fluent in the fundamentals of mathematics, therefore each class in Key Stage One participates in mental maths skills both in maths lessons and in early work before the registers are taken. Maths fluency sessions are taught each day across the school for children to have opportunity to

We endeavour to **provide real-life opportunities** by creating **purposeful maths** opportunities within the classroom and within the **wider environment**. An example of this would be children going to their local shop to buy their own food for their party and learning about fractions through making pizzas. Another way we will develop this is through an **enterprise week** in which children become entrepreneurs. They have to plan, design, create and sell their own products in order to gain an understanding of the value of money.

We also want our **parents** and stake holders to be involved with their children’s learning and they are invited in to school for **maths focus days** where they have the opportunity to participate in a range of maths activities at all levels. We have created booklets which will inform parents of the **national expectations** for children in maths and give some ideas of **strategies and resources** that can be used to support **learning at home**. Children’s work is displayed on walls throughout each class in school for parents to view. Children also have learning journeys on Tapestry which display their progress and achievements.

**Teaching and Learning of Maths at the Willows:**

The aims of both the EYFS and National Curriculum are fully embedded in all aspects of maths and the wider Curriculum. The teaching of maths covers the following areas:

|  |  |
| --- | --- |
| **Early Years***Nursery & Reception*  | **Key Stage One***Year One and Year Two* |
| NumberNumerical patterns | Number and place value- Calculation- addition, subtraction, multiplication and division methods including fractionsMeasures – Money, time, mass, length, capacity and volumeGeometry – 2D and 3D shape, position and directionStatistics – representing data, asking and answering questions about data |

In the Early years; our **high quality play** based curriculum ensures that there are plenty of rich opportunities for children to develop their **maths skills** with experienced and skillful adults **modelling** and **scaffolding** new mathematical concepts. **Songs, rhymes** and **stories** are key to learning **numbers and counting**. Both indoor and outdoor environments provide a wide range of early **number, shape space and measure** opportunities and experiences.

Models we use to represent **number and calculation** begin in Early Years and progress through to KS1. Children are **exposed to patterns** and subitising to recognise patterns as numbers and begin to do this without counting. This provides a **solid foundation** for children in Key Stage One to support more complex counting and calculation skills.

In Key Stage One children are encouraged to **choose and** **use resources independently** to support their learning. Maths teaching and learning is **differentiated and targeted** to ensure all children are able to access at a level appropriate for them. There is a **strong emphasis on number and calculation**, and opportunities to apply skills in this and all aspects of maths are carefully planned for in other areas of the curriculum. **Maths mastery** is currently being embedded across the school which is including a lot more reasoning and applying of knowledge which pupils have gained within their lessons.

Maths is continually assessed. Work is moderated to ensure levels are agreed between teaching teams. Levels are judged using written work, photographs and films of practical activities and teacher assessment notes and discussions.