



## Mathematics

### **Curriculum leader vision statement:**

**Mathematics at Astley will provide all children with the opportunity to learn using the Concrete, Pictorial, Abstract approach. Mathematics will equip pupils with the confidence in applying the methods taught in order to build their fluency, problem solving and reasoning skills. This will ensure pupils are prepared for the mathematics they will encounter in everyday life.**

### **Mathematics is ACE at Astley because:**

The curriculum has been tailored to meet the needs of the children at Astley. Teachers use a range of resources, including White Rose to ensure children are challenged and provided with the Mastery Maths opportunities.

At Astley pupils are taught a Maths of the Day lesson each week, linked to their current learning. These active lessons provide pupils with the opportunity to apply and further develop the skills and knowledge they have learnt in a different context, whilst also often working collaboratively.

We foster a mathematically rich environment where children are excited to learn Maths. The Maths working wall is used in classrooms during lessons to support children's learning. TT Rock Stars is an online program which children are encouraged to use at home, this enables pupils the opportunity to practice their times tables, as well as compete against each other.

### **Mathematics is progressive at Astley because:**

The Astley Mathematics curriculum has been carefully mapped to reflect a spiral curriculum. Our new curriculum overview maps for each class have been weighted based on results from the end of KS1, end of KS2 assessments and National assessment data. These weightings act as a guide for teachers. Teachers are expected to adjust these weightings based on their individual formative and summative assessments for their classes. One mathematics lesson each week is to be adapted using Maths of the Day (Teach Active).

At the beginning of each area of learning, pupils complete a short 'cold task' to assess how much they already know about the subject area. These cold tasks, designed by teachers, then enable teachers to plan more accurately for their classes needs. After a sequence of learning has been taught, pupils complete a 'hot task' to show progress throughout the sequence.

The areas of Mathematics have been mapped out across the year to ensure areas are revisited to build upon previous learning and to further develop the pupils long term memory. Missing objectives have also been included on the curriculum overview maps to support a progressive curriculum at Astley.

