

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM STATEMENT

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well rounded individuals ready for each stage in their learning journey.

World Citizens

Healthy Advocates

Confident Communicators

Resilient Individuals

Resourceful Learners

Reflective Reasoners

Powerful Connectors

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- where we live
- the wider world
- our role in society
- respect for communities, religions and the environment

- mental strength
- physical strength

- Speaking well
- Listening respectfully

- Problem solvers
- Don't give up
- Learn from mistakes

- Ready and willing to learn in different ways
- Use imagination, take risks, choose resources wisely

- understanding ourselves as learners
- understanding our learning
- explain and reason thoughts/processes

- making connections in lessons/subjects
- prior learning links

MATHEMATICS CURRICULUM STATEMENT

Mathematics is important in everyday life therefore we plan our Maths curriculum and lessons to be as engaging and relevant to pupils as they can be. The core purpose of Mathematics at Eynesbury Church of England Primary School is to develop pupils' ability to solve problems, to reason, to think logically and to work systematically and accurately. Our children are supported and guided to develop the necessary skills to make them 'deep thinkers' acquiring Maths skills that can be recalled quickly and transferred and applied in different contexts and subjects.

We firmly believe that, with the right teaching, support and a growth mindset, all pupils can enjoy and achieve in Maths.

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The National Curriculum for mathematics intends to ensure that all pupils:

1. Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
3. Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The expectation is that the majority of our pupils will move through the programmes of study at broadly the same pace. However, pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems to deepen their understanding rather than accelerated through new content. Those who are not sufficiently fluent with earlier material will be supported to consolidate their understanding, including through additional practice, before moving on.

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All children, with the right support, structure and teaching can achieve deep conceptual understanding which they can explain using Mathematical vocabulary. In order to achieve this:

- Pupils participate in daily Maths lessons lasting around an hour. Teaching follows the National Curriculum and is supported by the White Rose Units of Work.
- We use Cambs Maths Team 4 a day daily to keep key skills and knowledge current and ensure it is retained.

- In addition to Maths lessons, fluency skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see the connections between different areas of learning 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. This allows them to have clear models and images to aid their understanding.

- Common misconceptions are exposed and discussed.
- Children are encouraged to ask questions and to explain their Mathematical thinking in every lesson.

- Pupils are given lots of opportunities to apply their new and previous learning to solve problems in Maths and support their learning in other curriculum areas eg the use of statistics and measures in Science.

- Staff use live marking to provide immediate feedback to pupils in their learning and enable appropriate support or challenge to be quickly implemented.
- As far as possible, immediate interventions are used to support children to ensure they are ready for their next Maths lesson.

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- Class teachers will make sound use of both summative and formative assessment to guide their planning and ensure every pupil is working to their full potential. Identified gaps will be addressed and as a consequence our pupils will make sound progress and over time become confident Mathematicians.

Through our own ongoing monitoring we expect to see:

- Engaged children who are all challenged.
- Confident children who can all talk about Maths and their learning and the links between Mathematical topics.
- Lessons that use a variety of resources to support learning.
- Different representations of mathematical concepts.
- Learning that is tracked and monitored to ensure all children make good progress.