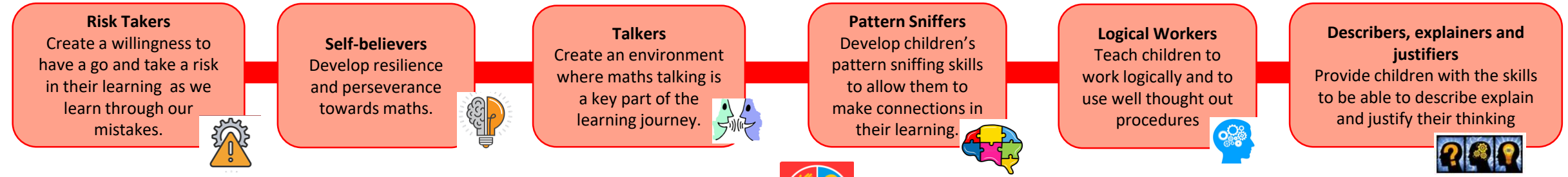




Intent – We aim to....



Implementation – How do we achieve our intent?

Our approach: Our children learn through risk taking, self-believing, talking, pattern sniffing, logically working, describing, explaining and justifying. At Beechwood we know the importance of fluency and therefore we ensure our children are equipped with excellent fluency skills through Mastery of Number and Ashley Downs timetable sessions. In maths lessons we continue to build on the children’s fluency before applying their learning to problem solving and reasoning questions. We know that children learn best when they are supported with concrete resources and pictorial representations and therefore all lessons use these scaffolds to support the abstract learning. We follow White Rose as the spine of our curriculum for our small steps but we make these lessons come alive through live modelling, concrete resources and adapted activities, with a focus on problem solving, to engage the children.

Flying Start – To provide our children with the best start we ensure they have a deep understanding of numbers to ten. We do this by focusing on 1 number at a time and exploring cardinality with a range of concrete resources. Children learn how to represent numbers in a variety of ways, moving through concrete, pictorial and abstract. The children learn through a daily maths carpet time and then further opportunities to apply their learning through play. We go above and beyond the EYFS curriculum to explore shape and measure to provide the children with a flying start for year 1.

Progression – We use White Rose small steps to learning to ensure our curriculum is progressive. As a spiral curriculum the children revisit the same key concepts but at a deeper level each year enveloping their fluency, problem solving and reasoning skills. Children are reminded of their previous learning each lesson to support them in building on prior knowledge.

Vocabulary: Children are explicitly taught maths vocabulary appropriate for each lesson and are encouraged to consider links between maths vocabulary and the wider world to support them in making links between their learning. Key vocabulary for each unit will be displayed, modelled by the teacher and the children will be encouraged to always answer in full sentences to ensure they are rehearsing and hearing the correct vocabulary regularly.

Inclusion: As a school we have a diverse intake of children with a high mobility rate and therefore we place high priority on supporting our EAL children with word mats and visual supports to ensure any language barrier does not effect their mathematic ability. SEND children are supported through concrete and visual resources and focus on fluency and mastery of number to ensure they have secure fundamental skills.

Assessment: Children are assessed continuously through lessons and the teachers and teaching assistants offer support and challenge based on these assessments. The children also complete end of unit assessments and termly assessments which teachers use to inform their future planning.

	Risk Takers
	Self-believers
	Talkers
	Pattern Sniffers
	Logical Workers
	Describers, explainers and justifiers

Impact – How do we know we have delivered a successful curriculum?

