

Mathematics					
Vision and approach for Mathematics For all children to develop a love for mathematics, confidently using fluency, reasoning and problem solving to solve routine and non-routine problems in relation to real life situations.		Key Concepts Addition Subtraction Multiplication Division Fractions		Content and Sequencing Learning is sequenced so that knowledge is built upon each year based around the Hampshire Assessment Model (HAM). We follow a cyclical curriculum where ideas are met over and over again, increasing in complexity each time.	
Curriculum Drivers					
Experiential	Curiosity	Independence	Resilience	Rich in language	Community
Using a range of approaches, children can see that they can use a strategy that makes sense for them to use. We use concrete, pictorial, abstract as a model for all learning so children have a range of structures to hang their learning on.	We strive for children to be motivated and look for links in mathematical concepts. Learning comes from a real life context to see how mathematics is a vital skill in the real world.	Children learn approaches and strategies and have opportunities, through reasoning and problem solving, to apply their own or preferred strategies.	Using a spiral curriculum, areas are returned to and developed. Children persevere with challenges and know how to use a range of resources to support their learning.	Children are introduced to subject specific language in each unit, language is displayed in the classroom and children are supported to use appropriate language in their explanations and problem solving.	All children can access maths and see how relevant it is for them in their daily lives. The children will understand how their learning might apply in real life contexts.
Links with Mathematics and English		Progressive		Inclusive	
Opportunities to apply their English skills: <ul style="list-style-type: none">➤ Using reading skills to unpick problems➤ Written reasoning➤ Being able to discuss thinking and reason why they think that➤ Use of mathematical language		<ul style="list-style-type: none">➤ Evidence in books➤ Increasing complexity in problem solving when moving through the school➤ Clear progression on the HAM documents➤ HIAS planning exemplification documents to support understanding of the content of units➤ Use of NCTEM mastery documents to show expected standard in each concept area.		<ul style="list-style-type: none">➤ use concrete, pictorial, abstract as a model for all learning so children have a range of structures to hang their learning on.➤ Real life contexts making learning clear and bringing context to life for all learners➤ Use of pictures And real life objects to model and show children what concepts look like	

		<p>➤ Cyclical approach, returning to concepts over again.</p>
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