

Mathematics														
<p>Vision and approach for Mathematics</p> <p>For all children to develop a confident, resilient and positive attitude towards mathematics. Confidently using fluency, reasoning and problem solving to solve routine and non-routine problems in relation to real life situations.</p>	<p>Key Concepts</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Addition</td> <td style="width: 50%;">Geometry</td> </tr> <tr> <td>Subtraction</td> <td>statistics</td> </tr> <tr> <td>Multiplication</td> <td>Measure</td> </tr> <tr> <td>Division</td> <td></td> </tr> <tr> <td>Fractions</td> <td></td> </tr> </table>		Addition	Geometry	Subtraction	statistics	Multiplication	Measure	Division		Fractions		<p>Content and Sequencing</p> <p>Learning is sequenced so that knowledge is built upon each year based around the Hampshire Scheme of Learning for Mathematics. We follow a cyclical curriculum where ideas are met over and over again, increasing in complexity each time.</p>	
Addition	Geometry													
Subtraction	statistics													
Multiplication	Measure													
Division														
Fractions														
Curriculum Drivers														
Motivation	Reflection	Perseverance	Independence	Curiosity										
<p>Motivation is shown through engaging, practical activities that help pupils see the relevance of mathematics in everyday life. Teachers often use games, problem-solving tasks, and real-life contexts such as shopping, measuring, or telling the time to make learning more interesting. Pupils are encouraged to explore different methods and share their ideas, which builds curiosity and confidence. Positive feedback and achievable challenges help children feel successful, keeping them motivated to improve their maths skills.</p>	<p>Reflection is shown when pupils are encouraged to think about the strategies they have used and how successful they were. Teachers often use 'Silent Teacher' sessions where children observe and discuss the methods for solving problems. Pupils may also use self-assessment or mark their own work with guidance, helping them understand their mistakes and learn from them. This reflection helps children deepen their understanding of mathematical concepts and become more confident problem solvers.</p>	<p>Perseverance is shown when pupils are encouraged to keep trying even when problems are difficult. Children may work through multi-step calculations, problem-solving tasks, or reasoning questions that require repeated attempts and different strategies. Teachers support perseverance by modelling methods, giving hints rather than answers, and encouraging pupils to learn from mistakes. This helps children build resilience and understand that success in maths often comes from effort and practice over time.</p>	<p>Children learn approaches and strategies and have opportunities, through reasoning and problem solving, to apply their own or preferred strategies.</p>	<p>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.</p>										
Links with Mathematics and English		Progressive		Inclusive										
<p>Opportunities to apply their English skills:</p> <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 		<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 ➤ Cyclical approach, returning to concepts over and over again. 										

