

MATHEMATICS CURRICULUM INTENT –  
PARK ASPIRE

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Intent – Implementation – Impact

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## Intent

At Park Aspire we seek to promote positive attitudes and experiences for our pupils. This is no different in Mathematics. In KS2, we provide a structured and detailed curriculum that is well sequenced in order to provide our pupils with a solid foundation in Mathematics. We care deeply about developing mathematical thinking skills, reasoning and fluency, and subsequently, encouraging our pupils to solve problems with confidence. We recognise the importance of enhancing the pupil's self-belief, persistence and resilience. That being said, we also recognise that these are also some of our pupil's biggest challenges; hence why you'll find fun and enjoyment at the core of every Maths lesson, with high quality teaching and assessment to facilitate rapid progress. Ultimately, we want to prepare our pupils with the appropriate skills and deep understanding to better support their next stage in education but also, later in life.

## Implementation

All pupils, have the right to a balanced and ambitious curriculum. Our scheme of work covers all domain areas in the Mathematical National Curriculum and builds on skills developed previously in Key Stage 1 and 2. We offer a 'small steps' progression and with yearly frameworks, which allow pupils to learn at their own pace while still achieving high standards. We focus on the conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking.

(Primary) At KS1 and 2, pupils will typically engage in four standard Maths lessons per week. Teachers will use assessment data to adapt and individualise the curriculum accordingly.

(Key Stage 3) Prior to starting a new Maths unit, pupils will complete a brief formative assessment. Teachers will then use this data to adapt and individualise the curriculum accordingly. At KS3, pupils will typically engage in four standard Maths lessons per week, along with one 'consolidation' lesson.

In a standard Maths lesson, pupils will first complete a 'Flashback' (KS3) or starter activity (Primary) at the beginning of the lesson. This flashback/activity will recap previous knowledge by repeating and building on learning from previous weeks or years, aiding in retention of knowledge. Pupils will then begin working towards that specific day's learning objective. This learning objective will be part of a 'bigger picture', sequential learning focus, from one of the discrete areas of KS1 and 2 mathematics or from one of the five discrete areas of KS3 mathematics. During this lesson, pupils will be encouraged to develop their fluency, reasoning and problem-solving skills through concentrated and targeted support. Differentiated activities will be available and pupils will be encouraged to drive their own learning. The pupils will then normally finish a standard Maths lesson with a 'challenge' question (Primary) or 'Exit' question (KS3); this 'challenge'/'exit' question will usually seek to either consolidate their learning from the lesson, or address any misconceptions or gaps that were identified.

Staff will always consider the 'whole child' in any given lesson, including their current emotional state, allowing them to reshape the learning and teaching appropriately in a flexible environment.

(KS3) The 'consolidation' lesson aims to provide opportunity for pupils to further consolidate their learning, to respond to marking and to address any gaps they might have in their learning. Each unit will then end in a brief summative assessment, showing progress made.

(Primary) Some pupils who have been identified as working significantly behind age-related expectations will be encouraged to re-visit and consolidate their learning to plug the gaps.

(KS3) Some pupils in KS3, identified as working significantly behind age-related expectations will be encouraged to re-visit and consolidate their learning from KS2. All pupils will be provided with opportunities to enrich their mathematical understanding with cross-curricular learning.

### **Impact**

We intend for Mathematics to have a positive impact on all our pupils. We would like all pupils to:

- Be confident and able to recall and apply mathematical knowledge in different contexts
- Be able to explain their methods and thinking processes and apply skills in context
- Be fluent in different areas of maths
- Be efficient in applying problem-solving and reasoning skills
- Be independent thinkers
- Be able to enjoy and have fun whilst doing Maths
- Be aware of Maths concepts and processes
- Be confident to 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem.
- Understand the relevance and importance of what they are learning in relation to real world concepts.
- Know that maths is a vital life skill that they will rely on in many areas of their daily life.
- Strive to be the best mathematicians they can be.