



**The Mosley Academy**  
**Subject Leader Curriculum Overview - Maths**  
**Beth Fryer**



Intent	<p>At The Mosley Academy, we recognise the importance of mathematics throughout each child's every day and future life. We want our children to have a natural curiosity for maths and develop a passion and positive mind-set for the subject as well as recognising the importance of maths in the wider world.</p> <p><b><u>What we will provide for our children:</u></b></p> <ul style="list-style-type: none"> <li>• Children become confident, competent and independent mathematicians.</li> <li>• Build a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations.</li> <li>• Develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary.</li> <li>• 'Mistake friendly' classrooms where children embrace the value of learning from their mistakes - there is an emphasis placed upon developing the power to 'think' rather than just the 'do' through our pedagogical choices in class.</li> <li>• Instil the mind-set in every child and staff member that everyone can do maths and that maths is for everyone.</li> <li>• Deliver an inspiring and engaging mastery maths curriculum, taught by highly enthusiastic, knowledgeable staff. This sparks curiosity and excitement that nurtures confidence in maths</li> <li>• Children develop into resilient and inquisitive learners - skills needed to become life-long mathematicians.</li> <li>• Children will have secure knowledge of number facts and be able to perform mental calculation with confidence across the curriculum.</li> <li>• Elevate mathematical fluency which allows children to apply their fluency skills to a range of scenarios in order to be efficient problem solvers.</li> <li>• Varying ways of applying their learning which they will take with them beyond the end of KS2.</li> </ul>
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Implementation	Key Strands			
	Number	Geometry	Statistics	Measurement
Maths is taught in five discreet lesson a week following The White Rose Mastery Programme. This scheme follows small steps that support a progressive curriculum which promotes the links between concepts.				Retrieval Practice is an integrated part of maths lessons where children build on prior knowledge to apply to new mathematical concepts.
Fluency is taught in addition to the Mastery Curriculum where number facts, times tables, efficient methods and arithmetic fluency is exclusively focused on weekly across the school.				KS3 sessions are provided to Year 6 children through out the year to promote the continuity of their maths into their next education setting.
Mastering Number is taught across EYFS and KS1 in small daily sessions to ensure children learn good number sense and fluency.				Maths in part of weekly homework. The homework focuses on current learning for children to be able to consolidate at home.
Parents are invited in yearly in EYFS and Year 1 to learn about this scheme and to provide support to parents for		NSPCC Numbers Day is celebrated yearly in the school to promote the subject and increase its presence in the wider school community.		JTMAT wide collaboration as leaders to support and share best practise within each of our settings.

the Mastering Numbers Homework programme which Reception and Year 1 complete.		
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<b>Impact</b>	<p>Children will have a positive attitude towards maths throughout the school and will be able to use a wide range of appropriate vocabulary both in lessons and in the wider curriculum. Children will feel confident giving verbal and written responses to a variety of math questions including fluency, reasoning, and problem-solving questions. Children will have reliable recall of procedures and facts which will be embedded in long-term memory. We will have fluent mathematician that are resilient problem-solvers knowing what math to apply and when.</p> <p>Ongoing assessments take place throughout the year and teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. These forms of assessment are listed below:</p>		
	<p><u>Monitoring through:</u>          End of Term assessment (EYFS-Y6)          SONAR data (EYFS-Y6)          Arithmetic assessments in KS2          Times Table testing in KS2          Learning Walks          Pupil Voice          Book Scrutiny</p>	<p>Increased Cultural Capital through an exposure to a wide range of vocabulary.</p>	<p>Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.</p> <p>Provision is adapted so that it is suitable for all groups of learners, including SEND.</p>