

Statement of intent

At Glebe Primary School and Nursery, our curriculum for mathematics aims to enable all children to achieve their true potential in order to become confident mathematicians for now – and the future! We want our students to have a wide range of mathematical knowledge, including key concepts and calculation methods. The lessons promote reasoning so that this knowledge can be applied to range of real and imagined mathematical situations. It is also our intent to equip children with a range of vocabulary so they can explain their thinking when they are calculating, solving problems or completing investigations. Central to our learning process are use of concrete equipment, pictorial representations and knowledge of abstract concepts. It is through this that we can achieve our aim of deepening the understanding of pupils so they can master their learning in maths.

At Glebe Primary School, we grow the next generation of Mathematicians. We believe that within our community lives the next Dorothy Vaughan, Pythagoras or Ada Lovelace.

**NORMS (Culture)**

**HIGH QUALITY OUTCOMES FOR ALL (from Day 1)/ - SUBJECTS ARE A CULTURE**

Approach all mathematical activities with focus and enthusiasm.

Select and use equipment, representations and methods that will support them the most effectively.



**What have we found out?**

**LEADERSHIP**

Demonstrate understanding through verbal, visual or practical means as an example to others.

Coaching opportunities for children to support other children.

**RESILIENCE**

Persevere with reasoning tasks in maths.

Stand up for the methods or strategies used to solve a problem and justifying these where needed.

Learn from mistakes and use this as an opportunity to grow.

Take risks and use new methods and strategies – more than once if needed.

Be confident in solving questions with more than one possible answer, being able to choose a starting point and how the question could be extended further.

Try different strategies to reach the goal.

Have the attitude that ‘I cannot do that yet’.

**EXCELLENCE**

Demonstrate automaticity for declarative and procedural knowledge in maths.

Commit to memory the key knowledge appropriate to their year group (I know that).

Be able to calculate, apply methods and use strategies (I know how, I know when, I know why).

Build upon knowledge gained in previous lessons, adding new learning to this in manageable parts.

Question strategies, methods or vocabulary to ensure it is the best possible way to achieve the answer required.

Have knowledge of mathematicians who have demonstrated excellence (different cultures etc.)

**AMBITION**

Aim to achieve ‘mastery’ for each key step of the learning process.

Know their strengths and areas for development in maths, approaching areas of development with high expectations.

Understand how knowledge gained in maths at school can be applied in everyday life and in their chosen career path.

Review their learning and identify areas to improve through self and peer-assessment.