



Maths at Hyde Park Infant School



Intent

Maths at Hyde Park Infant School is designed to be an inclusive subject where all children feel safe, empowered to learn, and suitably challenged. Our intention is to prepare all of our children for the next phase of their mathematical journey in Key Stage 2.

We have designed our Maths curriculum to provide the best learning opportunities for all of our children and allow them to improve or maintain their curiosity. The curriculum we deliver is aligned to the National Curriculum and incorporates the models and ideas of teaching Maths for mastery, whilst incorporating Programmes of Studies that meet the needs of our children as identified by staff. These include recognising barriers to learning for children who are disadvantaged or face adverse childhood experiences as well as developing skills that enable children to progress their knowledge and use maths to solve problems. Our Maths curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.

The Maths curriculum is coherently planned and sequenced to provide our learners with a steady progression of the knowledge and skills needed for future learning and the next phase in their education. We understand that a child's ability to learn is based on gaining knowledge and building on prior knowledge, as well as the ability to use and apply any embedded skills adeptly and competently.

Our Maths curriculum is designed to marry key components such as number facts and mathematical thinking to ensure progress and a greater depth of understanding that leads to mastery and fluency. We ensure that children receive a broad and balanced curriculum and that learning is relevant, exciting, aspirational and challenging. We know that a basic level of numerical competency is vital in all learning and increases children's life chances. Which enables them to have more control over their future lives and enable them to use Maths in real life context.

The children are encouraged to believe in themselves as mathematicians. We have the same ambitions for all learners and believe that they can all attain a good level of mathematical fluency. The curriculum is designed to be inspiring across the school and this allows children to take control of their own learning journey. This is achieved through careful consideration of individual needs and, in some cases, individual programmes of study based around the needs of the children.

All learners study the full Maths curriculum, which is broad and balanced, and which aims to provide our children with a wide range of experiences. We have further enhanced our programme by the use of the school's core values which are 'lived' daily through our relationships and school ethos.



Implementation

High quality CPD for all is delivered by the subject lead and is based on research and best practise and gives all teachers and teaching assistants the ability to implement the curriculum fully. The Maths subject leads from both schools regularly run staff training and monitoring to ensure that the curriculum is skilfully delivered with the greatest impact. The Maths subject lead receives training from NCETM CODE Maths hub.

Vocabulary is taught explicitly and effectively in Maths and displayed in the classroom. Learning is made accessible to all, by clear coverage of prior knowledge and learning and, within each lesson, consistent scaffolding, using small steps, opportunities to share ideas and strategies and timely feedback. Manipulatives and visual representations are used to expose the structure of maths and opportunities for depth are provided through questioning and reasoning when teaching. This can be during whole class teaching or as an additional task in a Maths lesson.

Formative assessment is used routinely within lessons, in order to address children's misconceptions. Summative assessments are used at the end of a block of work and termly to track how pupils are progressing against curriculum expectations. Lessons allow pupils to practise our core values within their learning being brave, curious, optimistic, kind, inclusive, enterprising and confident learners.

The curriculum provides children with deep learning experiences that are successively built on across the years, providing children with a sequential understanding of how maths ideas develop with understanding. Repetition also plays an important role in securing knowledge and fluency. Therefore, knowledge is often revisited in successive years to allow knowledge to become sticky. There is also repetition within in year for the number facts and previously taught strategies. The curriculum provides diverse and rich opportunities from which children can learn and develop a range of transferable skills, such as data handling and science, which they use in a real-life context.



Impact



Progress

Pupils leave Hyde Park Infant School with a secure mastery of mathematical concepts and a fluency of number facts. Through the skills that they have learnt they can apply this knowledge to real life situations. They enjoy maths and are able to use it to improve their adult lives.

We aim for all of our children to leave The Hyde Park Infant School; brave, curious, optimistic, kind, enterprising, inclusive and confident Mathematicians, with the motivation and passion to continue to learn and empowered and enabled to make the most of their lives.

Children follow a progression aligned to The National Curriculum objectives. These objectives are underpinned by a progression of non-procedural knowledge indicators. These enable teachers and children to plan and track their own progress throughout the art teaching/learning.



Cross Curricular Links

Science – Data handling and recording, measuring and reading scales, mass, length and volume in real life context.
DT – Measuring length, mass and volume and shape in a real life context.



Local Link

At Hyde Park Infant School, we believe that it is important, wherever possible to link to our locality and community. Our school is located in a very urban location and our children enter school with experience of retail and commerce from a customers point of view. We use our urban location to make data handling relevant to life experience.