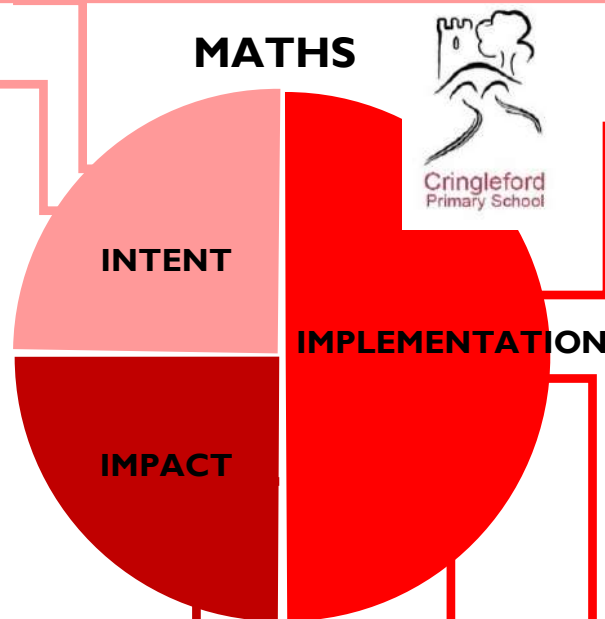


Our Curriculum:

- To provide a broad, balanced and rich mathematics curriculum
- To ensure our children are fluent and flexible
- To ensure that subject knowledge and skill has the chance to become embedded by re-visiting and promoting retrieval
- To develop competent and confident problem solvers, who are not afraid to take risk
- To equip our children with the skills to be able to work on their own or as part of a group/team
- To ensure our children can communicate, articulate and represent their mathematical thinking
- To help our children make connections between different areas of mathematics and between different subjects
- To challenge our children so they are resilient and develop perseverance
- To ensure our children develop conceptual understanding
- To ensure our children build their mathematical capital so they are ready for the next stage, whether that is the next lesson, unit of work, year or key stage.
- To foster a staff who are keen and confident with their mathematics teaching.

Spiritual Development - children will explore and experience a sense of awe when the hidden patterns and structures of the universe are seen – the beauty of nature, from the symmetry of flowers to the vastness of galaxies. This can lead to a deeper appreciation for creation and the mysteries of life, enhancing their spiritual connection to the world.



What Makes a Cringleford Mathematician?

- Leaders have a clear and ambitious vision for mathematics for all children which ensures it contributes to the quality of education for all
- The curriculum is both suitable and challenging and ensures children are ready for their next stage
- Children are able to know more, remember more and do more
- Both attainment and achievement are high for all groups of children
- Children display highly positive attitudes and commitment to their work
- Children are able to connect their mathematics knowledge to other areas of learning by being exposed to varied examples of maths content
- Children love mathematics and know why it is important
- Children relish solving a problem they cannot, at first, do
- Teaching staff are aware of coherence - how their curriculum of maths fits in with the 'bigger picture' of maths across the school
- Teachers are confident about their areas of strength and areas to improve on in maths

Learning Outcomes

- Daily mathematics lessons/sessions from Reception to Year 6
- Learning is segmented into small steps of mathematics to ensure teaching for mastery is encouraged
- Focus on both knowledge and skills (including fluency, reasoning, problem solving characteristics)
- Use of core (and other) manipulatives to ensure conceptual understanding
- Teaching of links between Concrete, Pictorial and Abstract representations to secure procedural/conceptual understanding of maths
- White Rose Maths used as a tool to support planning, progression and small steps
- Language & vocabulary-rich environment; where working walls reflect the current maths topic being taught
- Action plan which sequences the progression year on year
- Opportunities for staff to observe each other and share practice

Inclusive For All

- Use of visual representation alongside vocabulary to support understanding
- Group work and Independent work
- Asking questions and developing curiosity
- Problem solving and opportunities to develop reasoning

Accessible For All

Strategies we use to support SEND and EAL children

- Effective use of adults to provide support when possible
- Scaffolding activities using structured challenge systems
- Breaking tasks down into small steps
- Using dual coded, visual prompts and modelled examples
- Use of collaborative tasks to promote peer support in collaborative tasks