'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	**Mathematics**

INTENT

Our aim is that pupils at Taverham VC CE Junior School enjoy maths, are engaged in every lesson and develop self-confidence within the subject so that they can progress along their learning journey.

During a child's time at TJS, it is expected that they will make good progress throughout the KS2 maths curriculum, building on previous knowledge from KS1. We expect children to develop their 'mathematical literacy' through exciting and well-taught sequences of lessons; where they have the chance to use a range of real world examples to see how mathematical concepts relate to everyday life. It is our aim to ensure children cover the whole KS2 curriculum and leave Year 6 ready to progress to KS3 with a range of methods to solve any problem.

Children at TJS have opportunities to practice and demonstrate maths every day in formal lessons and number sense or times table sessions. In addition to this, the skills and knowledge they develop can then be used across the wider curriculum.

Maths lessons follow a CPA (concrete, pictorial, abstract) approach with reference to the calculation policy when applicable. Concrete examples and letting children use manipulatives to deepen their understanding is key to learning maths. This means that appropriate resources are easily accessible and children are encouraged to use them even alongside more abstract methods to demonstrate understanding and show their reasoning. All children will be helped and supported in their learning using a range of strategies.

In maths lessons, we use questioning to cover as much as possible and do not always use tasks to focus entirely on fluency. Problem solving and reasoning are evident at all levels and reasoning is explicitly taught with children able to use verbal or written reasoning to demonstrate understanding.

SKILLS	KNOWLEDGE
The maths skills pupils learn, practice and demonstrate at Taverham VC CE Junior School can be found in: - Mathematics programmes of study: key stages 1 and 2 National curriculum in England (2013) - Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England (2020)	Pupils are expected to use the skills that they develop during their time at TJS to solve a range of problems. The national curriculum refers to three key elements in mathematics: fluency, problem solving and reasoning. All three are present when covering national curriculum objectives. Medium term plans and curriculum overview documents specific to each year group detail what each year group will learn about.
Support for SEN/disadvantaged children: • *Teacher and TA support in class targeting small groups.* • *Catch up time with the class teacher.* • *Interventions with TA. (Using Maths No Problem, Mathletics and Numerstacks etc.)* • *Targeted learning groups with HLTAs.* • *Differentiation of tasks*	***Additional opportunities for more able children:*** • *Teacher and TA support in class targeting small groups.* • *Differentiation of to challenge all children.* • *Extra spicy tasks to stretch all children's learning.*

How does Maths contribute to the overall school aims? (*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective)*:
Maths at Taverham Junior School focuses on real world examples as well as skills and knowledge so that children can apply skills learnt through all subjects and within their daily lives. At TJS, our aim is for maths lessons to be accessible for all children so that they can achieve. In addition to this, interventions can be used as targeted learning and number senses sessions to reinforce learning using games and repetition to build children's confidence. Tasks, including problem solving and reasoning, ensure children develop resilience in their learning; can reflect on what they have done in order to spot patterns; make conjectures to evaluate and become more responsible for their own learning. By using cooperative learning and celebrating mistakes, children learn to be respectful, caring and tolerant of their peers.