

Wenlock CE Academy

Maths Curriculum Intent, Implementation and Impact

INTENT

- At Wenlock CE Academy, we want our children to become fluent in the fundamentals of Mathematics, to be able to reason and to solve problems. We have adopted the curriculum from White Rose Maths to achieve this. Our Intent, Implementation and Impact statements draw heavily from the White Rose Materials.
- The Curriculum from White Rose Maths embraces the National Curriculum aims. The intent of the White Rose Curriculum is to provide an ambitious, connected curriculum accessible for all pupils in school from Reception to the end of Year 13. At Wenlock CE Academy, we use White Rose as our central core from Year 3 to the end of Year 6.

IMPLEMENTATION

- White Rose is structured to ensure that children learn effectively through the concept that some aspects need to be learned before others are tackled. For example: Place Value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). White Rose Maths places an emphasis on number skills first, carefully ordered throughout the curriculum. Some topics are not as critical, e.g. Shape and Statistics. which do not require number to be covered first.
- Each year the Schemes start with blocks on Place Value, followed by essential calculation skills that children need to success in Maths. This firm grounding gives children confidence and helps them to access the rest of the Maths curriculum. The White Rose Progression documents (below) detail how topics / strands progress as children move through school.

IMPACT

- Through discussion and feedback, children talk enthusiastically about their maths lessons and how they love learning about maths. They can articulate the context

in which Maths is being taught and relate this to real life purposes. Children show confidence and believe they can learn about a new maths area and apply the skills and knowledge they already have.

- Pupils know how and why Maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table. Children used acquired vocabulary in Maths lessons. They have the skills to use methods independently and show resilience when tackling problems. Our children build the flexibility and fluidity to move between different contexts and representations of maths.
- To ensure inclusivity, a number of approaches are used to adapt the curriculum. These include; scaffolding, use of manipulatives to support learning, rephrasing or representing a question or problem differently, scribing, reading for the child and using a range of differentiated worksheets, tasks and activities to support the individual needs of the children.