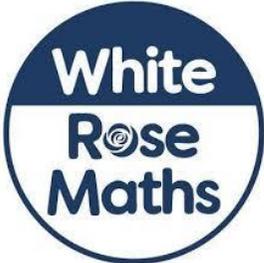


Intent	Implementation	Impact
<ul style="list-style-type: none"> ➤ Become fluent in the fundamentals of mathematics. ➤ Develop conceptual understanding and the ability to recall and apply knowledge rapidly. ➤ To reason and problem solve by applying mathematics to a variety of increasingly complex problems. ➤ To build upon children's knowledge and understanding from Reception to year 6. ➤ To think logically and to work systematically and accurately. ➤ New concepts are introduced using a concrete, pictorial and abstract approach; enabling all children to experience hands-on learning. ➤ Retrieval practice ensures learnt concepts are embedded. ➤ To develop resilience that enables all children to reason and problem solve with increased confidence. ➤ To introduce the correct mathematical vocabulary from Reception to year 6. 	<ul style="list-style-type: none"> ➤ To ensure full topic coverage, the school follows 'White Rose Maths' schemes of learning. This is a whole-school primary maths curriculum that creates continuity and progression in the teaching of mathematics. ➤ Daily maths lessons include fluency, reasoning and problem solving. ➤ Concrete manipulatives and pictorial representations are used to support conceptual understanding and to make links across topics. ➤ Immediate interventions are used to support children to ensure children are ready for the next lesson. ➤ Revise and review consolidation lessons are used to revisit previous learning and ensure maths skills are embedded. ➤ Homework is set weekly to develop and consolidate learning taking place in lessons that week. ➤ Where possible, links are made with other subjects across the curriculum, such as science. ➤ Children complete a daily mental starter from 'power maths' to ensure progress is being made through their maths journey. ➤ • Children are assessed on a termly basis. 	<ul style="list-style-type: none"> ➤ Most children reach end of year expectations. ➤ Children's progress is tracked on a daily basis using grids. ➤ Well planned sequences of learning support children to develop and refine their maths skills. ➤ Children are able to independently apply their knowledge to a range of increasingly complex problems. ➤ Children are reasoning with increased confidence and accuracy. ➤ Children can confidently talk about maths and their learning and the links between mathematical concepts. ➤ Children can independently use a range of mathematical resources to support their learning. ➤ Children talk like mathematicians using the correct vocabulary both verbally and in their written work. ➤ A love of maths is apparent across the school. 

