



## 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 our children for the next phase of their mathematical journey at Key Stage 2.

We have designed our Maths curriculum to provide the best learning opportunities for all our children. 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.

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.



### 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 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 and works closely with Maths leads across the academy.

Vocabulary is taught (with dual coding) explicitly and effectively in Maths and displayed in the classroom. Learning is made accessible to all, by including reviewing 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, to address children's misconceptions. Summative assessments are used 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. Reviews are consistently and regularly planned into lesson to consolidate prior learning and key number skills. This allows children to build on their knowledge and supports all children in being successful learners.



#### **Impact**

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 can use it to improve their adult lives.

We aim for all 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.



#### **Cross Curricular Links**

Maths is woven throughout our curriculum to help children see its purpose in everyday learning. In science, children use simple data handling to record observations and compare results. In art, they explore shapes, patterns, and symmetry through creative activities. In design and technology, pupils apply their measuring skills when planning and making models. In history, they begin to understand timelines by ordering events and discussing changes over time. These cross-curricular links help children build confidence, make connections, and develop a deeper understanding of how maths supports their learning across all subjects.