



Maths at Hyde Park Junior School



Intent

Maths at Hyde Park Junior School is designed to be an inclusive subject where all children feel safe, empowered to learn, and suitably challenged. Our intention is to build upon the children's learning in Key Stage One and prepare all our children for the next phase of their mathematical journey in secondary school. The curriculum we deliver is aligned to the National Curriculum and incorporates the models and ideas of teaching Maths for mastery. 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 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 use Maths in a real-life context.



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.

Manipulatives and visual representations are used to expose the structure of the mathematics being taught and identify patterns and links within different areas of Maths. 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. Repetition also plays an important role in securing knowledge and fluency. 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 Junior 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. Additionally, they can use Maths to aid their learning and make links in other curriculum subjects. They enjoy Maths and are able to use it to improve their adult lives. We aim for all of our children to leave The Hyde Park Schools 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

There are many cross-curricular links with science through data handling, reading scales and the comparing of results.

Similarly, with Design and Technology through measuring and weighing, looking at and understanding shape and nets,

Computing has links with spreadsheets and coding.

Children learn to count in another language in MFL.

In spelling, we talk about the root words of mathematical terms linking them with ancient greek and latin.

Reading skills are also promoted in Maths by the reading of worded problems and real life mathematical problems.

In Geography, mapping skills make use of area and perimeter skills as well as measuring.