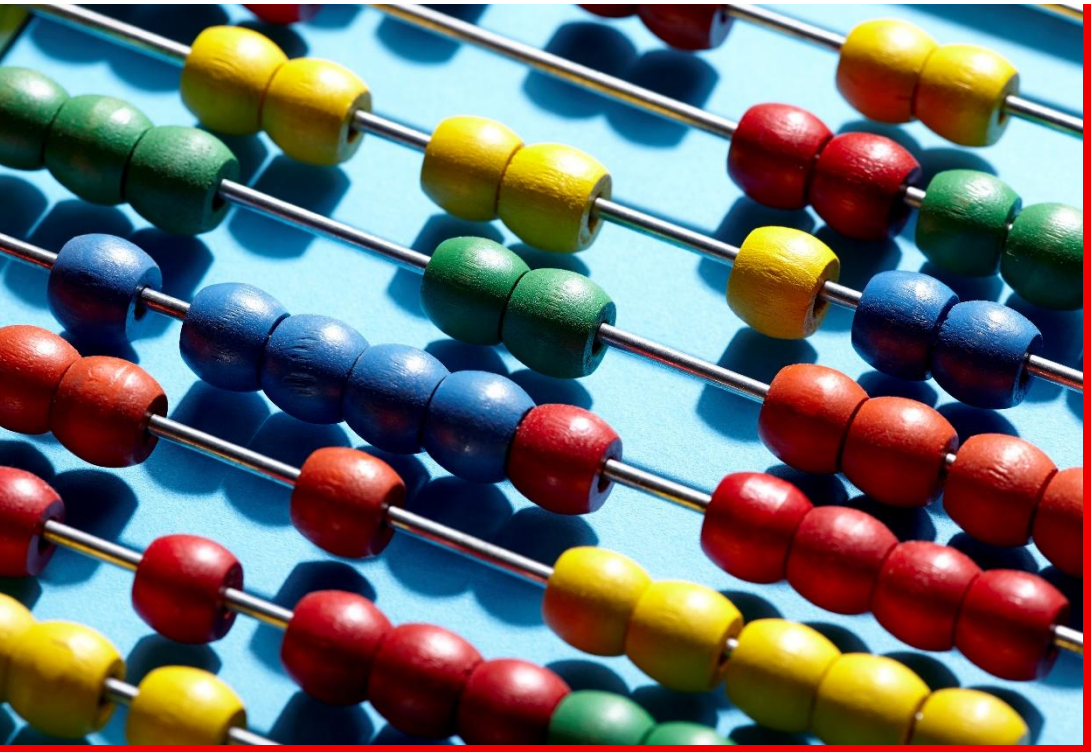
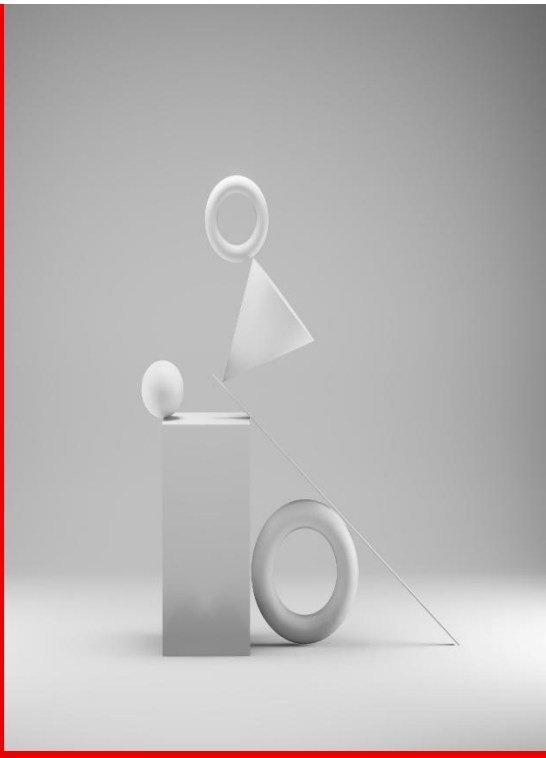
Maths Curriculum Overview





"Learning and growing together"

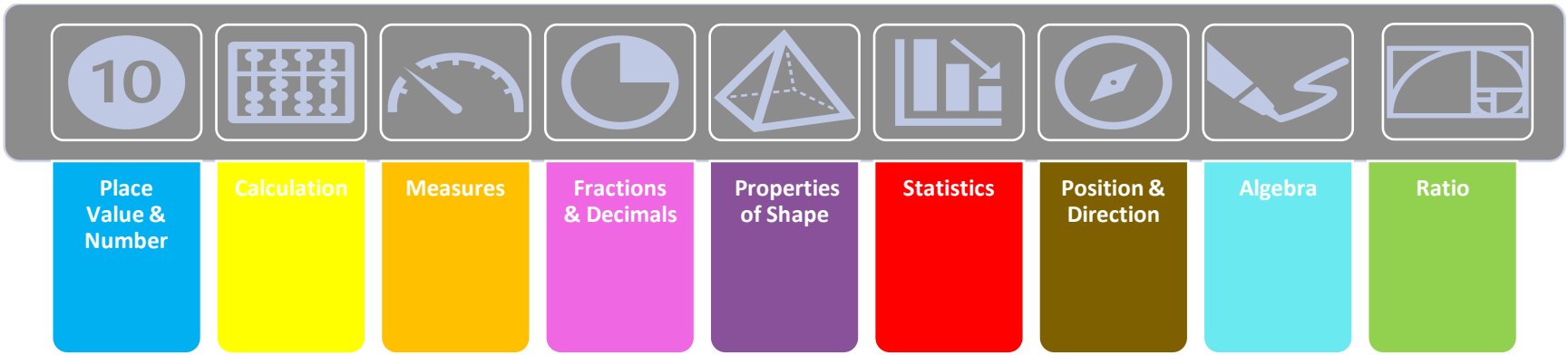
Our Approach

We use the White Rose maths scheme as the basis for our curriculum. Mathematics plays a key role in a child's development. Very young children are naturally curious, noticing differences in quantity and the shape of objects, and use early mathematical concepts when they play. Mathematical understanding helps children make sense of the world around them, interpret situations, and solve problems in everyday life, whether that's understanding time, sharing objects with their peers, or counting in play. Our children begin their maths journey within the Early Years Foundation Stage (Reception Class) and as they move through the different age phases, we continue to apply these principles to provide a high quality maths curriculum that enables all pupils to attain a sound understanding of mathematics. The skills the children learn at school help them with everyday life.

Each year group focuses on various units of work which includes key concepts of maths knowledge. The aims are to ensure that all children:

- **become fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **can solve problems** by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Dedicated time is timetabled to focus on mathematics each day. Teachers use the *White Rose Maths* in daily lessons and also to set pre-quizzes and post quizzes. These assessments provide teachers with information about what pupils do and do not know to build upon pupils' existing knowledge and understanding, inform the planning of future lessons and is the focus of targeted support. *White Rose* is supplemented with *Power Maths* which is aligned to the *White Rose Maths* progressions and schemes of learning. *Power Maths* is available for teachers to use whenever required; for example, for a starter to a particular lesson or for introducing a new concept, or to set games and activities for home learning. In lessons, manipulatives (physical objects) and representations (such as number lines and graphs) are used to encourage discussions and teach a specific concept. These manipulatives act as a 'scaffold', and support the concrete-pictorial-abstract approach towards independence.



Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in maths outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding.

By the time a child reaches Y6 we expect them to know that:

1. **Numbers** are infinite and each number can be associated with a unique point on a number line.
2. **Place value** denotes that 10 of something can be worth one of another and is the root of the base 10 system.
3. **Equivalence** is the idea that two or more things can have the same value.
4. **Estimation** involves creating an approximate solution instead of a precise calculation.
5. **Symbols** represent mathematical thinking and perform specific functions when placed in certain formations.
6. **Pattern seeking** is the identification of relationships between two or more numbers, shapes, objects or calculations.
7. **Classification** involves sorting numbers, shapes or calculations based on their properties.
8. **Numerical reasoning** involves understanding the relationships and differences between additive and multiplicative reasoning.

Lesson structures

What is important?

Key features of our lessons:

1. **Identify the key learning objective**-define the small mathematical concept pupils need to learn and ensure it builds on prior knowledge.
2. **Activate and revisit prior learning**-retrieve previously taught knowledge and make connections to new learning.
3. **Teach in small, carefully sequenced steps**-break learning into manageable chunks so pupils can develop secure understanding before progressing.
4. **Use the Concrete–Pictorial–Abstract (CPA) approach**-begin with practical resources, move to visual representations and then introduce abstract symbols and calculations.
5. **Develop mathematical talk and reasoning**-encourage pupils to explain, justify, compare and discuss their thinking using precise mathematical vocabulary.
6. **Provide guided practice**-model strategies, work through examples together and gradually release responsibility to pupils.
7. **Promote variation and problem-solving**-present concepts in different ways so pupils recognise patterns, make connections and apply their understanding flexibly.
8. **Check understanding and address misconceptions**-use questioning, assessment and timely intervention to ensure all pupils achieve secure understanding before moving on.

Across our maths curriculum we have considered how to embed reasoning as a core component of each and every lesson. We achieve this by:

- **Teaching for depth rather than acceleration**, ensuring all pupils develop a secure understanding of mathematical concepts before moving on.
- **Using small, carefully sequenced steps** to build knowledge progressively and reduce cognitive overload.
- **Providing opportunities for fluency, reasoning and problem-solving** within every area of mathematics.
- **Using concrete, pictorial and abstract (CPA) representations** to help pupils make connections between mathematical ideas.
- **Promoting mathematical talk** by encouraging pupils to explain, justify and discuss their thinking using precise vocabulary.
- **Maintaining high expectations for all pupils**, providing support and challenge through adaptive teaching rather than moving pupils onto different content.
- **Addressing misconceptions immediately** through ongoing assessment, questioning and timely intervention.
- **Encouraging pupils to make connections and recognise patterns**, developing flexible and efficient mathematical thinking.

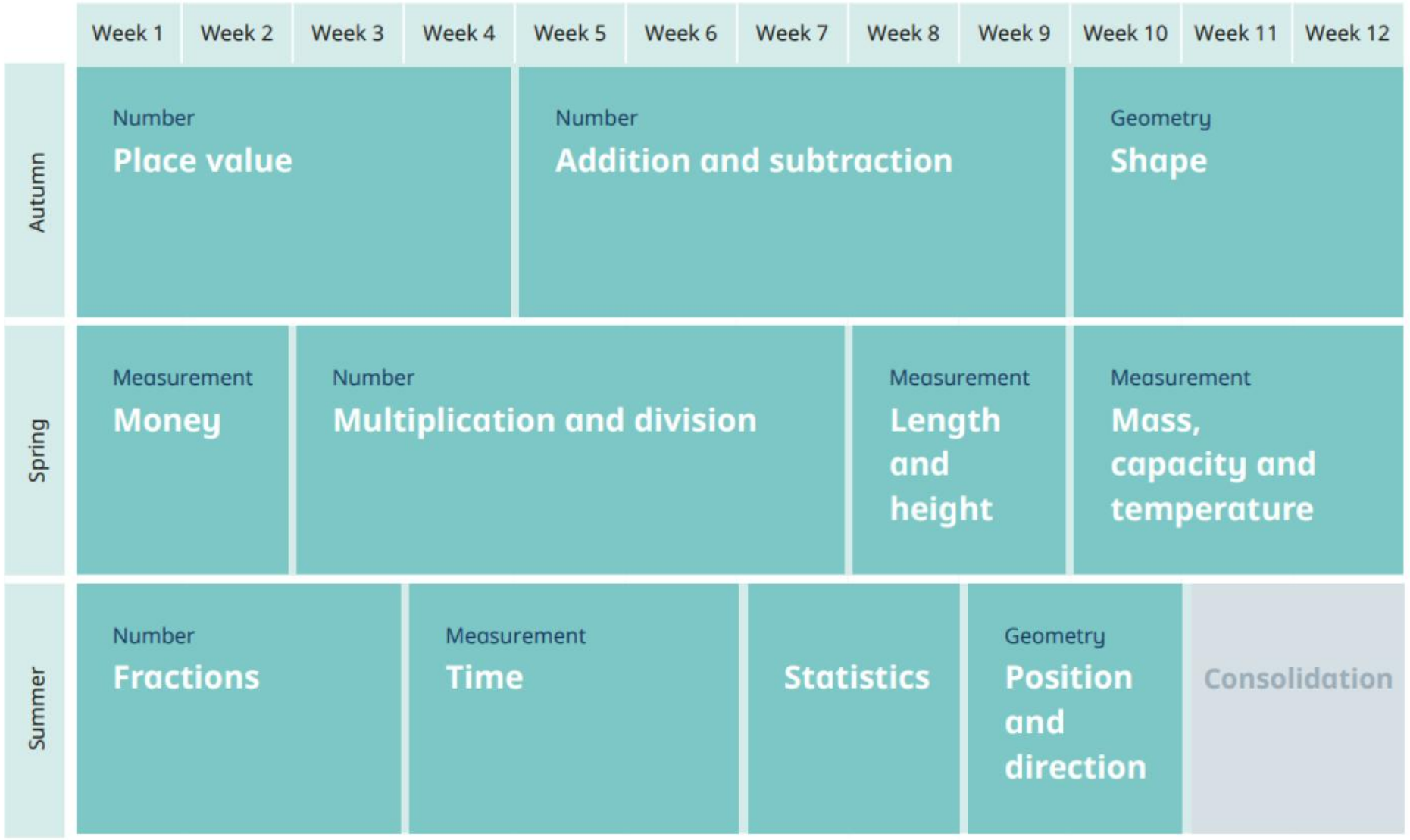
Reception Overview

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
AUTUMN	Baseline			Match & Sort	Its me 1, 2, 3, 4, 5			4-sided shapes	Growing 6, 7, 8			Circles & triangles
SPRING	Mass & Capacity	Length, Height & Time		Building 9 & 10			Money 10 10p	Explore 3D shapes	Patterns		To 20 & Beyond	
SUMMER	Assessment	Money	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map			Assessment	Consolidation		

Year 1 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value (within 10)**					Number **Addition and subtraction (within 10)**					Geometry **Shape**	Consolidation
Spring	Number **Place value (within 20)**			Number **Addition and subtraction (within 20)**			Number **Place value (within 50)**		Measurement **Length and height**		Measurement **Mass and volume**	
Summer	Number **Multiplication and division**			Number **Fractions**		Geometry **Position and direction**	Number **Place value (within 100)**		Measurement **Money**	Measurement **Time**		Consolidation

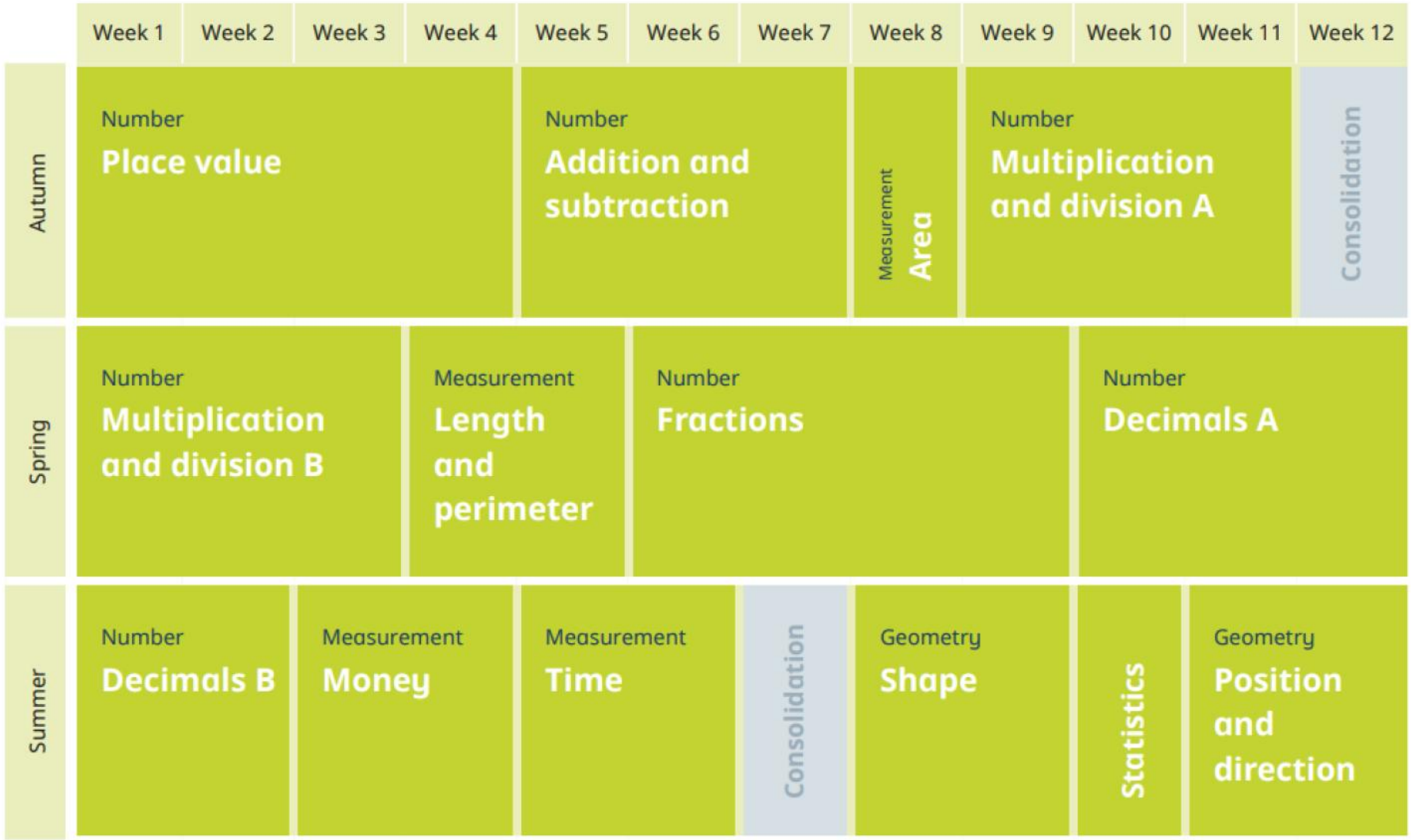
Year 2 Overview



Year 3 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**			Number **Addition and subtraction**					Number **Multiplication and division A**			
Spring	Number **Multiplication and division B**			Measurement **Length and perimeter**			Number **Fractions A**			Measurement **Mass and capacity**		
Summer	Number **Fractions B**			Measurement **Money**		Measurement **Time**		Geometry **Shape**		**Statistics**		Consolidation

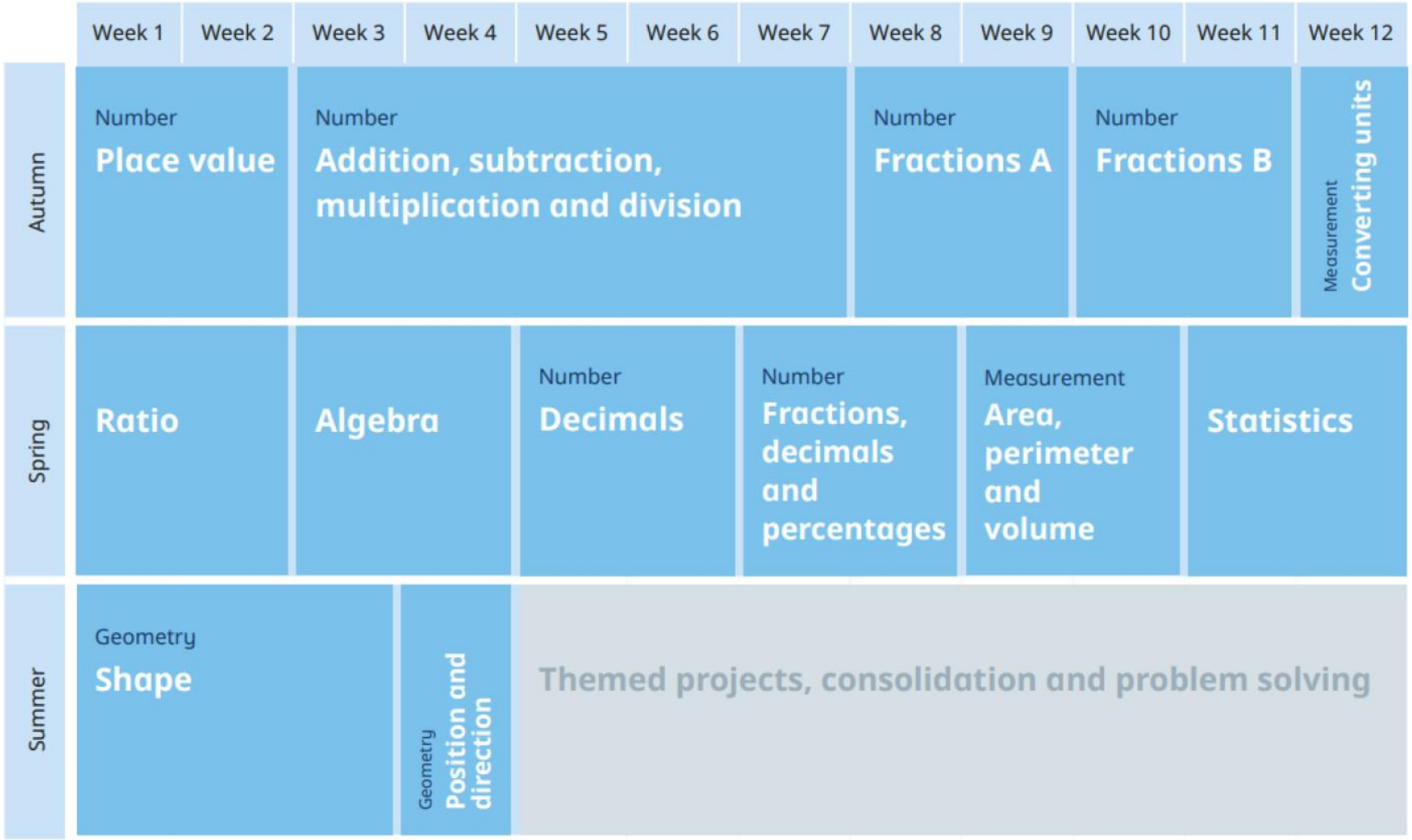
Year 4 Overview



Year 5 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**			Number **Addition and subtraction**		Number **Multiplication and division A**			Number **Fractions A**			
Spring	Number **Multiplication and division B**			Number **Fractions B**		Number **Decimals and percentages**			Measurement **Perimeter and area**		Statistics	
Summer	Geometry **Shape**			Geometry **Position and direction**		Number **Decimals**			Number **Negative numbers**	Measurement **Converting units**		Measurement **Volume**

Year 6 Overview



Our Overarching Substantive Concept Progression

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number & Place Value	Subitise to 5. Count beyond 20. Compare quantities. Understand composition of numbers to 10.	Count to 100. Read and write numerals. Compare and order numbers. Count in 2s, 5s and 10s.	Read, write and compare numbers to 1000. Understand hundreds, tens and ones. Count in 2s, 3s, 5s and 10s.	Read, write and compare numbers to 1000. Partition flexibly. Count in multiples of 4, 8, 50 and 100.	Read, write and compare numbers to 10,000. Round numbers. Understand Roman numerals.	Read, write and compare numbers to 1,000,000. Use negative numbers. Round large numbers.	Read, write and compare numbers to 10,000,000. Use powers of 10. Round to required degrees of accuracy.
Addition & Subtraction	Combine groups practically. Find one more and one less.	Add and subtract within 20 and 100. Use number bonds and fact families.	Add and subtract 2- and 3-digit numbers with exchange. Solve word problems.	Add and subtract 3-digit numbers using formal written methods. Estimate and check answers.	Add and subtract 4-digit numbers efficiently using formal methods.	Add and subtract numbers with more than four digits. Solve multi-step problems.	Solve complex multi-step calculations involving all operations. Justify methods and solutions.
Multiplication & Division	Explore equal groups, sharing and doubling.	Count in multiples of 2, 5 and 10. Use arrays and grouping.	Recall 2, 3, 5 and 10 multiplication facts. Use grouping and sharing.	Recall 3, 4 and 8 multiplication facts. Introduce formal written methods.	Recall all multiplication facts to 12 × 12. Use efficient multiplication and division methods.	Identify factors, multiples, primes, square and cube numbers. Use short multiplication and division.	Use long multiplication and long division. Apply order of operations and solve complex problems.

Fractions	Explore equal sharing and halves practically.	Recognise and find halves and quarters of shapes and quantities.	Recognise, write and compare fractions. Find fractions of amounts.	Recognise tenths. Compare, order and find equivalent fractions.	Count in hundredths. Add and subtract fractions with the same denominator.	Compare and convert fractions. Add and subtract fractions with related denominators. Multiply fractions by whole numbers.	Perform all four operations with fractions. Simplify and solve reasoning problems.
Decimals	Experience measures and money informally.	Linked through money and measures.	Recognise money values and notation.	Understand tenths as decimals.	Recognise and compare tenths and hundredths.	Read, write and compare decimals to three decimal places.	Use decimals confidently in calculations and problem solving.
Percentages	N/A	N/A	N/A	N/A	Understand hundredths as a precursor to percentages.	Understand percentages as fractions and decimals.	Solve percentage problems including increase, decrease and comparison.
Measurement	Compare length, height, mass and capacity through play.	Measure and compare using standard units.	Choose and use appropriate units accurately.	Measure, compare, add and subtract measures. Introduce perimeter.	Convert units. Calculate perimeter and area.	Convert between metric units. Calculate perimeter and area of compound shapes.	Calculate area, perimeter and volume. Solve complex conversion problems.

Time	Sequence events and routines. Use language such as before and after.	Tell time to the hour and half-hour.	Tell and write time to 5 minutes. Understand units of time.	Tell time to the nearest minute. Use am and pm.	Use analogue and digital clocks. Convert to 24-hour time.	Solve timetable and elapsed-time problems.	Solve complex time problems involving multiple steps.
Money	Use money in role play and practical contexts.	Recognise coins and notes. Find totals.	Calculate with money and give change.	Add and subtract amounts of money. Solve problems.	Use decimal notation for money accurately.	Solve multi-step money problems.	Apply financial reasoning in complex contexts.
Shape	Recognise and name common 2D and 3D shapes.	Identify and describe properties of common shapes.	Identify vertices, edges, faces and symmetry.	Draw and make shapes. Recognise right angles.	Compare and classify shapes using geometric properties.	Distinguish between regular and irregular polygons.	Classify and reason about shapes using increasingly sophisticated properties.
Position & Direction	Use positional language such as under, over, beside and behind.	Describe movement and turns.	Describe position and movement including quarter, half and three-quarter turns.	Introduce coordinates informally.	Plot coordinates in the first quadrant. Describe translations.	Reflect and translate shapes. Use coordinates confidently.	Use four-quadrant coordinates and transformations.
Angles	Explore turning and movement.	Describe whole, half and quarter turns.	Recognise turns in practical contexts.	Recognise and compare angles.	Measure and classify angles.	Calculate angles around a point and on a straight line.	Calculate angles in polygons and solve geometric problems.
Statistics	Sort, match and classify objects.	Interpret simple pictograms and tally charts.	Construct and interpret	Draw and interpret bar	Interpret line graphs and discrete data.	Interpret line graphs and timetables.	Interpret pie charts and

			pictograms, block graphs and tables.	charts and scaled pictograms.			calculate the mean.
Perimeter & Area	Informally compare spaces and sizes.	N/A	N/A	Measure and calculate perimeter.	Calculate perimeter and area of rectilinear shapes.	Calculate perimeter and area of compound shapes.	Solve problems involving perimeter, area and volume.
Ratio & Proportion	Compare quantities informally.	Compare groups practically.	Compare amounts using more and less.	Explore scaling through multiplication.	Solve multiplicative comparison problems.	Use ratio notation. Solve scaling and proportion problems.	Solve complex ratio and proportion problems including scale factors.
Algebra	Recognise and continue patterns.	Identify repeating patterns and simple sequences.	Find missing numbers and investigate patterns.	Explore number relationships and patterns.	Generalise patterns and use symbols for unknowns.	Use simple formulae and generate linear sequences.	Solve equations, generate sequences and use algebraic notation.
Reasoning & Problem Solving	Explain thinking through play and exploration.	Explain answers using mathematical language.	Solve one- and two-step problems.	Use reasoning to explain methods and identify patterns.	Justify solutions using mathematical evidence.	Apply reasoning across multiple strands.	Construct mathematical arguments, prove and generalise.

Our Disciplinary Skill Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Observing and Noticing	Notice similarities, differences, patterns and quantities during play and exploration.	Identify simple mathematical features, relationships and patterns.	Notice connections between numbers, shapes and measures.	Identify patterns and relationships across different mathematical contexts.	Recognise structures and mathematical regularities.	Identify increasingly complex relationships and underlying structures.	Independently recognise significant patterns, structures and mathematical connections across concepts.
Representing Mathematical Thinking	Use objects, pictures and gestures to show mathematical ideas.	Select simple concrete and pictorial representations to support understanding.	Use a range of representations to explain solutions and ideas.	Move flexibly between concrete, pictorial and abstract representations.	Choose appropriate representations to model problems and concepts.	Evaluate which representations best communicate mathematical ideas.	Select, adapt and create representations to explore and communicate complex mathematical thinking.
Reasoning and Explaining	Describe thinking using everyday mathematical language.	Explain answers and methods with support.	Give reasons for choices and solutions using mathematical vocabulary.	Explain methods and justify answers using evidence.	Develop logical explanations and compare alternative approaches.	Construct clear mathematical arguments using evidence and examples.	Present convincing mathematical justifications, critiques and proofs.
Problem Solving and Decision Making	Explore practical problems through trial and improvement.	Solve simple one-step problems using familiar strategies.	Select appropriate strategies for solving straightforward problems.	Solve multi-step problems by breaking them into manageable parts.	Compare different approaches and select efficient methods.	Adapt strategies when faced with unfamiliar problems.	Independently plan, monitor and evaluate sophisticated problem-solving approaches.
Investigating and Enquiring	Ask questions and explore mathematical	Explore mathematical situations and make simple discoveries.	Investigate patterns and test simple ideas.	Pose questions and investigate mathematical	Carry out structured investigations and record findings.	Design investigations to test conjectures	Conduct independent enquiries, refining questions and

	ideas through play.			relationships systematically.		and explore relationships.	evaluating outcomes.
Making Connections and Generalising	Recognise repeating patterns and simple relationships.	Identify links between similar mathematical experiences.	Describe simple rules and relationships.	Generalise patterns and relationships in familiar contexts.	Make connections between different areas of mathematics.	Use known facts and structures to predict and generalise.	Develop and justify generalisations across a range of mathematical concepts and contexts.
Evaluating and Improving	Check answers through practical exploration.	Recognise when answers seem sensible or incorrect.	Review solutions and identify simple errors.	Check calculations and methods for accuracy.	Evaluate the effectiveness of different approaches.	Refine methods to improve efficiency and accuracy.	Critically evaluate solutions, methods and outcomes, making improvements where necessary.
Communicating Mathematically	Use mathematical language during discussion and play.	Communicate ideas using mathematical vocabulary and symbols.	Record methods and solutions clearly.	Present mathematical thinking using appropriate language and notation.	Communicate reasoning clearly to different audiences.	Use precise mathematical language to explain and justify thinking.	Communicate complex mathematical ideas fluently, accurately and persuasively using appropriate mathematical conventions.
Problem Solving and Decision Making	Explore practical problems through trial and improvement.	Solve simple one-step problems using familiar strategies.	Select appropriate strategies for solving straightforward problems.	Solve multi-step problems by breaking them into manageable parts.	Compare different approaches and select efficient methods.	Adapt strategies when faced with unfamiliar problems.	Independently plan, monitor and evaluate sophisticated problem-solving approaches.

End Points	Pupils working at age expectation IN Reception will be able to confidently count, compare, order and represent numbers within 10, subitise familiar quantities, recognise and create patterns, and demonstrate an understanding of the composition of number. They will solve simple practical problems involving addition and subtraction through play and exploration, use everyday language to describe measures, shapes, space and position, and communicate their mathematical thinking clearly using concrete resources, representations and mathematical talk.	Pupils working at age expectation in Y1 will be able to confidently count, read, write, compare and order numbers to 100, applying secure understanding of place value and number relationships. They will recall number bonds and use addition and subtraction strategies fluently, solve simple multiplication and division problems through grouping, sharing and repeated addition, recognise common fractions, measure and compare quantities, describe properties of shapes, and explain their mathematical thinking using appropriate representations and vocabulary.	Pupils working at age expectation in Y2 will be able to demonstrate secure understanding of place value within 1000, recall and apply key number facts fluently, and use efficient strategies to solve addition and subtraction problems. They will apply multiplication and division knowledge to practical contexts, compare and calculate with fractions, money and measures, tell and calculate time accurately, interpret data presented in simple formats, and justify solutions using increasingly precise mathematical language and reasoning.	Pupils working at age expectation in Y3 will be able to apply a secure understanding of place value within 1000, use formal written methods accurately for addition and subtraction, and confidently recall and apply multiplication and division facts. They will compare, order and solve problems involving fractions, measure and calculate using standard units, interpret and present data, recognise patterns and relationships in number, shape and measure, and explain mathematical reasoning using appropriate mathematical vocabulary and representations.	Pupils working at age expectation in Y4 will be able to demonstrate fluency with place value to 10,000 and multiplication facts to 12 × 12, applying efficient written methods across all four operations. They will solve increasingly complex problems involving fractions, decimals, measures, area and perimeter, interpret and present data in a range of formats, classify shapes using geometric properties, identify mathematical patterns and relationships, and justify solutions through clear reasoning, explanation and mathematical evidence.	Pupils working at age expectation in Y5 will be able to confidently apply their understanding of number to one million and beyond, using formal written and mental calculation strategies accurately and efficiently. They will solve problems involving fractions, decimals, percentages, ratio and measurement, interpret and analyse increasingly complex data, identify patterns and relationships across mathematical concepts, select efficient methods for different contexts, and explain, justify and evaluate their mathematical thinking using precise mathematical language.	Pupils working at age expectation in Y6 will be able to confidently apply mathematical knowledge, skills and understanding across all curriculum strands to solve a wide range of routine and non-routine problems. They will reason mathematically, make connections between concepts, use algebraic and proportional thinking, and apply fluency with fractions, decimals and percentages. Pupils will justify methods, evaluate the efficiency of strategies, make generalisations, communicate mathematically with precision, and demonstrate readiness for secondary mathematics.

Products of Learning

What are our products?

Across our maths curriculum we have considered the different “products” that a pupil creates, as for us, these all provide insights into the extent to which they know, understand and can do something on their own terms. We have organised these products of learning into 4 different areas and use this to think about the best products for them to create based on the learning within a given aspect of maths. All staff have collectively developed the types of pupils products we use across our maths curriculum.

We curate our products of learning within our maths books or working wall, which build up during a unit of work. Many of our sessions are practical in nature and often involve lots of dialogue as part of guided practice. In addition, the way our pupils develop their ability to self regulate, take an active part in sessions and articulate their learning also act as products of learning.

Say

Number facts

Oral explanations of processes and decisions

Describe properties of shapes and number

Use key mathematical vocabulary in context

Describe position and direction

Write

- Number sentences
- Reasoning explanations
- Calculations
- Digits and words relating to mathematical topics

Draw

- Part whole models
- Bar models
- Arrays
- Fraction diagrams
- Venn diagrams
- Carroll diagrams
- Bar charts
- Pictograms
- Tally charts
- Tables
- Draw lines
- 2-D Shapes
- Angles

Do

- Sort and classify numbers/shapes
- Weigh objects
- Measure objects/angles
- Use manipulative to represent maths
- Order numbers and shapes according to criterion
- Work in pairs and small groups

Feedback

What does it look like?

Our approach to feedback in maths is to ensure that it is timely and purposeful for a pupil. We recognise that verbal feedback is the most effective form of feedback as it usually takes the form of a 2 way learning conversation between the adult and pupil. Feedback at Park View aims to:

- **Engage** pupils in a regular and active dialogue about their learning.
- **Provide** opportunities for a pupil to expand their thinking, refine their products and practise elements that need further reinforcement.
- **Acknowledge** achievements.
- **Encourage** a pupil to move forward in their learning, by supporting them with errors and making corrections.
- **Improve** understanding of their own learning and themselves.
- **Highlight** next steps and further challenge where appropriate.

Learning conversations

- During session, practitioners will have conversations with pupils individually to provide feedback on their progress.
- At times this will involve modelling, corrections, developing next steps and providing further practise.
- In book a VF is written down to show a conversation has been had.

Live marking

- During lessons, practitioners utilise an "agile" marking approach to provide learners with feedback that is more instant and may provide corrections, affirmation of correct responses, support models or next steps.

Self marking

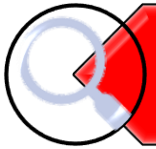
- Learners are given opportunities to mark their own answers/quizzes so they are able to have clarity on what they can do/know and where their focus needs to be.
- Opportunities to self mark are dependent on the activity and at Park View the aim is for any self marking to support learners to understand how to move forward using their purple pen.

Multiplication Check (MTC)

How do we prepare pupils?

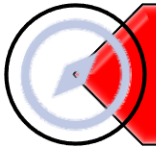
Our approach to developing fluency in multiplication involves us

- **Teaching through a clear whole-school progression** from EYFS to Year 4, ensuring multiplication knowledge is systematically built and revisited over time.
- **Developing conceptual understanding before rapid recall** by using concrete, pictorial and abstract representations so pupils understand what multiplication means rather than simply memorising facts.
- **Providing daily retrieval practice** through short, regular sessions that enable pupils to revisit, rehearse and retain multiplication facts.
- **Explicitly teach patterns and relationships** such as doubling, commutativity, inverse operations and known fact strategies to help pupils derive unfamiliar facts efficiently.
- **Embedding times tables across the wider mathematics curriculum** so pupils apply multiplication knowledge in reasoning, problem-solving and other areas of mathematics.
- **Using adaptive teaching and targeted intervention** to identify misconceptions early and provide additional support for pupils who are not yet secure.
- **Building familiarity with the MTC format** through regular low-stakes practice, helping pupils develop confidence, accuracy and appropriate recall speed without creating unnecessary pressure.

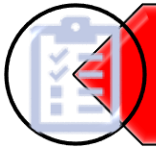


Introduce, teach and practise each multiplication table following our agreed whole school progression.

Monitor pupils ability to recall and use multiplication tables in line with our progrssion model through artithmetic sessions in KS2.



Identify gaps in multiplication tables for individuals and practise these through targeted intervention and fluency work



Undertake practise MTC's to prepare pupils for the format and to get used to the digital entry of their answers

- A baseline check is carried out in September and then follow up check are done in December and February, with the results informing the 1-2-1 and group interventions that are carried out.
- To prepare children for the MTC, Year 3 teachers identify pupils in their class who would benefit from extra support with multiplication and division facts. These children then take part in 'Maths Buddies' with Year 6 pupils, which is monitored by an appropriate adult in school. This is done on a 1:1 basis, focusing on the times tables they need support with/need to build pace with.
- Year 4 use Timetables.co.uk, where they have 6 seconds to answer questions, just like in the real test, to help them prepare for the MTC.
- Purple Mash is used to set weekly multiplication homework to support further fluency work.
- All data is place on iTrack to monitor progression in scores and to analyse which children need further intervention or support.

Wider Maths

Our aim is to ensure our pupils see the value of maths as part of their everyday lives. To achieve this, we have thought about different ways to expand maths beyond the daily maths lessons. To do this we:

- **Provide a broad and ambitious mathematics curriculum** that develops fluency, reasoning and problem-solving alongside secure mathematical knowledge and understanding.
- **Embed mathematics across the wider curriculum** by creating purposeful links with subjects such as science, computing, geography, design and technology and financial education.
- **Develop mathematical talk and reasoning** by encouraging pupils to explain their thinking, justify methods, use precise mathematical vocabulary and engage in collaborative discussion.
- **Promote real-life application of mathematics** through practical investigations, budgeting, measuring, data handling and authentic problem-solving experiences.
- **Offer enrichment opportunities** such as themed events, enterprise projects and STEM activities to increase engagement and enjoyment.
- **Foster positive mathematical mindsets** by encouraging curiosity, resilience, independence and confidence, helping pupils to see themselves as successful mathematicians

What do we do?

- **Trust Maths Network-**Greater Depth Workshops.
- **Money week-**to develop key skills through games and real life examples
- **Parent workshops**-provide opportunities for parents to ask questions and opportunities for teachers to model to parents what maths looks.
- **Number day**-to develop a love of maths through practical/fun activities to develop pupil participation.
- **Staff CPD sessions**-to develop staff expertise in different aspects of maths delivered in house and access to external CPD such as the NCTEM materials.
- **Moderation-**joint book looks, learning walks and a review of working walls.