Manorfield Nursery and Infant School Curriculum Statement Mathematics		
Our aim at Manorfield Infant and Nursery School is to support pupils to become confident mathematicians. We aim to encourage pupils to be resilient learners willing to engage with mathematics with enjoyment. At Manorfield School our aim is to ensure pupils do not perceive mathematics as a sequence of rote learning and skills which can only be taught by the teacher. We endeavour to ensure pupils do not assume that the adults are the experts and their task is to transfer mathematical fluency and strategies through closed non-negotiable procedures which the pupils have to embed to memorisation if they want to be 'good and maths'.		
Intent	**Implementation**	**Impact**
Our Mathematic curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum and the EYFS Framework. To ensure that pupils develop a secure knowledge we focus on the five big ideas highlighted in the mastery approach which focuses on coherence, representation and structure, variation, fluency and mathematical thinking. To ensure pupils develop a secure understanding that they can build on and make connections to previous concepts learnt the mathematics curriculum is organised onto a progression model. Number, measurement, geometry and statistic have been planned into schemes of learning and blocks which follow the Whiterose planning. The long term planning makes reference to the NC and EYFS objectives that are taught in each scheme of learning and block. By using this approach, the class teacher and year groups will be able to see exactly what they are meant to cover in their year group. Additional they will be able to see what the pupils have covered in the previous academic years. Equally they will be able to see where the learning continues and	All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. This is based on the cognitive load theory (Rosenshine). The Five ideas from the mastery approach will be evident in lessons. Teachers will plan coherent small steps using representation and structures, mathematical thinking, fluency and variation. Additionally, the CPA (Concrete, Pictorial and Abstract) strategies will be planned in and pitched to ensure embedded and progressive learning is at the heart of the planning and teaching. Displays of the Mastery approach, CPA strategies and the counting principles will be displayed across each Year group. This will ensure teaching staff, pupils, visitors and parents are aware of our teaching approach. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into more concrete concepts. Each class will model and share weekly and daily learning on the working wall. Mind maps and pupil feedback will be displayed on the working wall as well as key	At Manorfield School pupil voice shows that pupils are confident and able to talk about what they have learnt in mathematics using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy mathematics and are able to show and explain their understanding during discussions. Pupils work demonstrates that mathematics is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Summative assessment will be completed to track learning and progress. We use the EYFS, end of term blocks, end of year expectations and ongoing teacher assessment. Additionally formative assessment will take place by the teacher in daily lessons and at the end of each term. The data is collated onto Integris. Teachers also discuss progress; identify pupils for interventions or pupils that are gifted and talented. We also use the above assessment to moderate and discuss the teaching, planning and assessment in year group moderation and whole school moderation. Year group

progresses to in the following academic year.	vocabulary and the modelling of correct and incorrect strategies and patterns. Resources will be used to enhance pupils understanding. Pupils will use concrete representation and structures. For example, they will use resources such as Numicon, 10 frames and counters, Tens and Ones resources, objects, laminated bar models and part, part whole models and Whiteboard to present their pictorial and abstract work. Practical work will be recorded onto electronic half termly folders which is allocated in the Staff Share drive on into the teacher note books. Pupil's voice and feedback will be encouraged using the planned and pitched questions. For example, pupils will highlight what is correct or incorrect during a lesson thus giving teachers the opportunity to assess, pitch and plan next day objectives. Pupil feedback during discussion will be displayed on the working wall as the week progresses. Sentence openers and questioning stems that lead to discussion and reasoning will be used during lessons. Strategies such as short quizzes, ping pong, songs and movement, will be used to teach: fluency skills, embed new objectives, revisit prior learning, sort true and false facts and address misconceptions. Interventions such as short 10-minute session will take place where misconceptions and support with skills are observed during lessons. Parent workshops will be planned in throughout the academic year so parents are invested and included in the drive to boost pupil progress.	moderation, whole school moderation, book scrutiny and the assessment data PIXL is used to inform leaders of school improvements or skills that need to be further enhanced. Our aim is to equip our mathematicians with a variety of strategies, fluency skills and confident mathematical thinking so they have an extrinsic desire to perceive mathematics as an engaging subject where 'everyone is good at maths'.