

Our Mathematics Curriculum

Intent

Mathematics at Dimple Well School aims to provide children with knowledge, skills and experiences so that they are confident and enthusiastic mathematicians. Mathematics helps children to make sense of the world around them through developing their fluency, reasoning and problem solving skills. It enables them to understand and appreciate relationships and patterns in both number and space in their everyday lives. At our school we try to develop a love of mathematics by teaching the curriculum in inspiring and creative ways.

Implementation

In the Early Years Foundation Stage we follow the Development Matters in Early Years Foundation Stage document and The National Curriculum is at the core of our Key Stage One mathematics teaching. These documents outline the mathematical strands of learning as:

Development Matters in the Early Years Foundation Stage:

- Number
- Numerical Patterns

The National Curriculum:

- Number – Number and Place Value
- Number – Addition and Subtraction
- Number – Multiplication and Division
- Number – Fractions
- Measurement
- Geometry – Properties of Shape
- Geometry – Position and Direction
- Statistics

The Mathematics Curriculum is enhanced in many ways across the school. Children are provided with opportunities to learn and consolidate existing skills by adopting both discrete and cross curricular learning methods. Through creative approaches to learning, the children are supported and encouraged to use mathematics in real life situations. We use a range of stimuli to engage the children which includes using Information Communications Technology (ICT) to support teaching and learning in mathematics.

Impact

Assessment of children's learning in mathematics is an ongoing monitoring of pupils' understanding, knowledge and skills. This information is used to inform, differentiate and support future planning. Summative assessment is also used as ways to track progress and inform next steps of learning.

The current data shows that pupils at Dimple Well Infant and Nursery School consistently achieve above national expectations.

Published assessment data shows that:

- At the end of The Early Years Foundation Stage the percentage of pupils achieving the Early Learning Goal for mathematics is above the national percentage.
- At the end of Key Stage One the percentage of pupils working at or above the age related expectation in mathematics is above the national percentage.