What makes our Maths curriculum great?

1. It is underpinned by aims, values & purpose *e.g.* ***Article 29 UN Convention of Rights of the Child:*** *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.* We also follow the guiding principles of the school.	2. It develops the whole person – knowledge, skills, understanding & attitudes. Daily lessons embed new learning or consolidate skills and knowledge. Teachers work hard to embed daily life into maths lessons making them relevant to the child whenever possible	3. It is broad and balanced. Curriculum covers all aspects of maths and the skills and knowledge transfer into other curriculum areas too as evidenced in their curriculum books.
4. There is clear progression in subject knowledge and skills. Concrete, pictorial and abstract methods of progression are used. We reference the national curriculum, we have a calculation policy and the scheme we are using across KS1 and 2 uses clearly laid out small steps to ensure consistent progression. Children practise fluency, reasoning and problem-solving in sessions across the week. They practise fluency skills outside of the maths lesson to ensure good understanding of procedures.	5. It is filled with rich first-hand experiences. Practical activities are used in many lessons across the school. EYFS maths is almost exclusively taught through practical work. We participate in maths workshops and competitions with other schools. We have a Puzzle Day-Subject Revolution- and Y5/6 visit Bletchley Park.	6. It is flexible and responsive to individual needs and interests. All teachers are very skilled and effective, providing high quality lessons. Concepts are visited in a number of ways to ensure that children have understood them. Interventions are also in place to make sure that any children who are not making the expected progress or attaining the expected level are targeted. In lessons, children move through fluency, reasoning and problem-solving at the same time but there are activities to support and challenge all learners.
7. It has an eye on the future and the needs of future citizens. Maths lessons enable children to become global citizens and provide them with the skills for work	8. It encourages the use of environments and expertise beyond the classroom. Puzzle Day-Subject Revolution Y5/6 visit Bletchley Park Y3, Y4, Y5 and Y6 maths competitions	9. It makes meaningful links between areas of knowledge across the curriculum. Clear links with computing and science In lesson observations, every teacher has been seen to make every opportunity to include maths
10. It has a local, national and global dimension. Links made with other countries when classes investigate the exchange rates but also in lessons such as the humanities –population, length of reigns etc	11. It is supported by high quality Subject Leader CPD. Maths blog, Facebook Maths SL group TAs attended course focused on delivering interventions and supporting LA TA attending Matrix Maths TA course- sessions throughout the year SL passionate about the subject CPD delivered to staff Independent consultant in to work regularly with SL/staff Member of the Matrix Maths Hub- now in the Sustain programme with CPD available to all staff	12. SMSC is embedded within the curriculum (See SMSC Subject Statement)