

What makes a great mathematician?

Mathematics Curriculum Intent

To ensure the children have a sound understanding of all mathematical concepts, we use the CPAR approach (Concrete, Pictorial, Abstract and Reasoning). Children need to make links between practical equipment, pictures and abstract numbers because they learn in different ways. The CPAR approach helps children learn new ideas and build on their existing knowledge by introducing abstract concepts in a more familiar and tangible way.

We build on this with rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

This ensures that across the Children First Learning Partnership we provide a high-quality maths curriculum that is both challenging and enjoyable for all, whilst expanding inquisitive and resilient minds.

All children are exposed to their age-related expectations in a keep up approach through the mastery format. Those children who are significantly working behind their year group expectations will be exposed to learning which at the appropriate level for them.

To develop fluency in performing written and mental calculations and mathematical techniques.

To be able to develop a broad range of skills in using and applying mathematics.

To develop the ability to show initiative in solving problems in a wide range of contexts.

To be able to think independently and persevere when faced with challenges and to be able to learn from mistakes.

To develop the ability to reason, generalise and make sense of solutions through explanations.

To develop an understanding of mathematical vocabulary, the important concepts and an ability to make connections within mathematics.

To be able to make links between practical equipment, pictures and abstract representations.