

### Overview

The Maths Curriculum is taken from objectives given in the EYFS statutory framework and the National Curriculum. Key skills have been identified and progression mapped through from Early Years to the end of Key Stage One.

The Raedwald Trust Outreach Service works in collaboration with the student's mainstream school to develop a bespoke curriculum for each learner. Where we are providing specific students with supplementary interventions in collaboration with their mainstream or other full-time educational placement we will focus on those aspects of the National Curriculum identified for us by the schools as being of the most benefit to the students. Where our students are – temporarily – not on the roll of a full-time provider, we are committed to providing a bespoke curriculum which meets their needs. We encourage all children to become independent learners and be confident in all strands of learning.

The core elements within our Maths curriculum are:

1. Number and place value
  - Including counting and ordering numbers to 20
2. Addition and subtraction
  - Add and subtract two single digit numbers and count on or back to find the answer
3. Multiplication and division
  - Can solve problems including doubling, halving and sharing.
4. Measurement
  - Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems.

### Impact

Our aim is that we are able:

- To inspire a positive attitude, and develop an effective and confident approach towards the learning of Mathematics in all of our students
- To provide a curriculum which will support and enhance the Mathematics Curriculum experienced by students in their mainstream schools
- To cater for a range in learning styles
- To differentiate the Mathematics Curriculum according to student's needs.
- To monitor and assess student performance and evaluate the effectiveness of learning/teaching, through the use of 'Next Step' marking. Progress is monitored and recorded on students' individual assessment sheets
- To develop the students' own self-assessment, evaluation and target setting skills through raising awareness of learning objectives, success criteria, progress and Next Step marking

Mathematics within the EYFS is developed through purposeful, play-based experiences and will be represented throughout the indoor and outdoor provision (depending on location of sessions). The learning will be based on students' interests, current themes and will focus on the expectations from Development Matters / Early Years

Outcomes. Mathematical understanding can be developed through stories, songs, games, imaginative play, child-initiated learning and structured teaching.

The principal focus of mathematics teaching in Key Stage 1 is to ensure students develop confidence and mental fluency. The subject is represented using concrete materials, pictorial representations and abstract symbols; it will allow children to visualise maths in varied ways, see connections and to independently explore and investigate a topic. Practical activities and resources offer the children a deeper mathematical understanding of more complex concepts. Providing children with visual representations also offers a scaffold when developing a more robust understanding of maths. Throughout Key Stage 1, it is important that children gain a secure knowledge of number and place value and become confident when using the four operations in both formal written methods as well as problem solving where often the approach is not immediately evident.

Maths is assessed throughout the term as required, enabling all teaching to be adapted to support pupil's individual needs, according to their starting point.

### **Maths and the wider curriculum**

We recognise the crucial importance of Mathematics in daily life. Mathematics pervades all aspects of our lives and helps us to make sense of our world. Planning wherever possible will explore opportunities to investigate the mathematics of other cultures. Maths will also be embedded in child led activities. This policy promotes the basic and wider understanding of mathematics and hopes to instil an enjoyment in the subject by supporting children to engage with it and build upon their own understanding and promote further learning. Learning skills are an important aspect of mathematics, but such skills are only a means to an end and should be taught and learned in a context that provides purpose and meaning.