

Curriculum overview for Maths

What are we trying to achieve?

Purposeful	Mathematical thinking and key vocabulary	Resilience	Reflective	Systematic
Building procedural and conceptual knowledge	Challenge for all	Enthusiasm, excitement and confidence	Relevance	Fluent mathematicians
Problem solvers	Progressive	Connecting learning	Number proficiency	Independence

How do we organise learning?
(key components)

Learning will happen through	Blocked approach, CPA structure, addressing misconceptions, a rich balance of fluency and PSR.
Learning skills that will be developed	Independence, building up resilience and confidence, a learning through mistakes culture, learning and application of key skills and vocabulary.
School specific components	The Hampshire Learning Journeys drive our curriculum but we use a variety of resources to meet objectives, assessment on entry, 'i do, we do, you do' approach, break out groups, interventions (Pathway to Progress).

How do we judge our success?

End of KS2 results	Half termly Teacher Assessment.	Pre and post assessment tass	Book/planning looks	Staff and pupil surveys
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'I do, we do, you do', Faded scaffolding, working walls, exam-style questions, CPA approach (live modeling) and differentiation, flexible grouping and guided/cutaway groups.

Key Pedagogies