

Our Vision for Maths

At AIS, we are committed to providing a motivating, challenging and comprehensive maths curriculum that is accessible to all and links the use of mathematics across a range of subjects, adding meaning to the learning of maths.

We view mathematics as essential to everyday life and a high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

Our intent is to provide children with a mathematics curriculum that will allow them to become confident individuals through developing their mathematical skills to their full potential. We also aim to present maths as a challenging, exciting, creative and relevant subject in order to promote a positive and confident attitude.

MATHS



National Curriculum Maths

White Rose Maths

Sustainable Goals

Deep Learning

Citizenship, Character
Communication, Collaboration
Creativity, Critical Thinking

Opportunities to Celebrate Maths

Maths Day
STEM activities
Outdoor Learning
100th Day
Charity Fundraising

What does the teaching and learning of Mathematics look like at AFNORTH?

Our whole school approach to the teaching and learning of maths is based on the Schemes of Learning from White Rose Maths (WRM).

Maths is delivered using the Schemes of Learning from WRM and enhanced by a wide range of resources. This ensures a progressive and thorough curriculum in every year group. Teachers know which objectives must be taught and assessed in each year group and can follow progressive small steps to ensure pupils have a comprehensive understanding of maths. Some flexibility in the teaching of units allows for cross curricular units that are more compatible (i.e. a science unit that requires measurement and/or statistics).

Our approach promotes kinaesthetic learning to ensure children acquire fluency of skills by introducing concepts in a practical/concrete way before progressing to pictorial and then abstract representations (C-P-A).

Long term planning outlines the areas of mathematics to be taught during the term to ensure coverage of the National Curriculum. Wherever possible we use real life contexts for maths, where children are problem solving with a purpose in mind.

Differentiated learning is provided through the selection of tasks to consolidate fluency, develop problem solving and reasoning. Teachers use their professional judgement to determine the activities, timing and organisation in each lesson in order to suit the teaching objectives and ensure children understand each small step.

What do our children think?

I like it when my mum and dad know what I am learning in class so they can help me at home. I like adding and subtracting numbers and working out the perimeter of shapes. Year 4

I love maths because we do lots of different types and use manipulatives. Year 3

I think maths is challenging when I am trying something new or going over something I have not done for a long time. What helps me is having teachers to support me and getting help when I need it and am trying my best. Talking through helps. Year 5

I like to play maths games. Year 1