



# Curriculum Vision 2022-2023

'Strive to Achieve'

## Mathematics

Our Helpingham HEART

|                      |              |              |                     |                  |             |
|----------------------|--------------|--------------|---------------------|------------------|-------------|
| <b>SCHOOL VALUES</b> | <b>Happy</b> | <b>Equal</b> | <b>Aspirational</b> | <b>Resilient</b> | <b>Team</b> |
|----------------------|--------------|--------------|---------------------|------------------|-------------|

### INTENT – We come to school every day to...

| CURRICULUM VISION | Develop our sense of self  | Develop our sense of others   | Develop our sense of the world   |
|-------------------|--|---|--|
|                   | become passionate about mathematics<br>be self-motivated to use and apply our learning in mathematics<br>know that active maths can have a positive impact on our physical and mental health<br>understand that mathematics is a life-skill which will support us as we grow | work collaboratively with others<br>to develop patience, tolerance and understanding when working with others<br>help with supporting and challenging others when working together<br>understand we all have strengths and areas of development across the curriculum | appreciate how mathematics has an important role in the wider world<br>consider how mathematics is used in our local community<br>understand how mathematics can influence and support our futures<br>think how mathematics has been used to achieve amazing things! |

### IMPLEMENTATION

| TEN PRINCIPLES FOR EXCELLENT TEACHING | Questioning   | High Expectations   | Scaffolding   | Parent Partnership   | Assessment   | Use of technology   | Inspirational and memorable curriculum                             | Active Learning   | Engaging Learning Environment  | Differentiation                                     |
|---------------------------------------|---|---|---|--|--|---|--|---|--|---|
|                                       | Probing questions<br>1:1/Class discussion<br>Practical activities | Challenge/Mastery<br>Presentation<br>Challenging vocabulary<br>Respecting Equipment | WAGOLL<br>Anchor Charts/displays<br>Modelling<br>White Rose Maths | Parent workshops<br>Parent Eve/Discussion<br>Informal chats<br>Help guides | Formative – daily<br>Summative – end of unit/term<br>Learning by Questions | Learning by Questions<br>WRM/Visual representations<br>TTRS | Hands-on practical<br>Cross-curricular links<br>Educational visits | Active maths<br>Cross-curricular links, e.g. measuring/counting in PE | Maths working wall<br>Maths equipment labelled and readily available | Questioning<br>Intervention<br>Differentiated tasks |

| ORGANISATION OF CURRICULUM | Reading | Writing  | Phonics | Maths | Science | History | Geography | Art | DT | Music | PE | Computing | PSHE | RE |
|----------------------------|---------|--|---------|-------|---------|---------|-----------|-----|----|-------|----|-----------|------|----|
|                            |         | Science – Representing data in graphs and tables and carrying out calculations<br>Reading – Incorporating mathematics within stories<br>DT – Making accurate measurements and using scale<br>PE – Using measurement to support with time and distance<br>History/Geography – Understanding dates in history and populations of cities, countries and continents.<br>MFL – Learning numbers |         |       |         |         |           |     |    |       |    |           |      |    |

| TERMLY FIVE TO THRIVE | High Quality Texts | Memorable Experience | Hands on Learning | Celebration of Children's Work | Community Engagement |
|-----------------------|--------------------|----------------------|-------------------|--------------------------------|----------------------|
|                       |                    |                      |                   |                                |                      |

| ASSESSMENT | Daily, verbal feedback | Cold Maths | Extended writing pieces | Formative Assessments | Summative Assessments | Termly phonics screening | Multiplication Skills |
|------------|------------------------|------------|-------------------------|-----------------------|-----------------------|--------------------------|-----------------------|
|            |                        |            |                         |                       |                       |                          |                       |

### IMPACT – How will we know?

| QUALITY OF EDUCATION  | BEHAVIOUR AND ATTITUDES   | PERSONAL DEVELOPMENT  |
|---|---|---|
| <ul style="list-style-type: none"> <li>- High engagement</li> <li>- Children inspired to be independent thinkers, researchers and learners</li> <li>- Knowledge development</li> <li>- Children prepared for the next step of their education, futures and careers</li> </ul> | <ul style="list-style-type: none"> <li>- Engagement in learning</li> <li>- Resilience</li> <li>- Children see challenges as opportunities</li> <li>- Children have pride in themselves and their work</li> <li>- Children are able to take risk and responsibility</li> </ul> | <ul style="list-style-type: none"> <li>- Independence</li> <li>- A Love of learning</li> <li>- Children are able to care for their physical and mental wellbeing in a healthy way</li> <li>- Children are curious, creative and courageous</li> </ul> |

### EVALUATION

| REVIEW | High quality outcomes  | Innovation   | Communication  | Developing staff   | Improving and changing  |
|--------|--|--|--|--|---|
|        | <ul style="list-style-type: none"> <li>- Data</li> <li>- Progress in books</li> <li>- Pupil voice</li> <li>- Parent voice</li> </ul> | <ul style="list-style-type: none"> <li>- Share new ideas</li> <li>- Outward looking</li> <li>- Reactive to learning opportunities</li> </ul> | <ul style="list-style-type: none"> <li>- All parties know what is expected from our curriculum through effective communication</li> <li>- Governors ask challenging questions which teachers and TAs answer confidently</li> </ul> | <ul style="list-style-type: none"> <li>- High quality CPD linked to the school development plan</li> <li>- Sharing of ideas and knowledge</li> <li>- Working with others outside the school</li> </ul> | <ul style="list-style-type: none"> <li>- Review</li> <li>- Reflect</li> <li>- Discuss</li> <li>- Learn</li> </ul> |

| MONITORING | Class teachers and teaching assistants | Subject Leaders | Headteacher & Governors | Locality Lead & County Council | External partners e.g. OFSTED |
|------------|--|-----------------|-------------------------|--------------------------------|-------------------------------|
|            |  |                 |                         |                                |                               |