

Aims		→	Outcomes	
Intent	Research Link	Implementation	Impact	Next steps
<p>What are the aims of our curriculum?</p>	<p>What research has supported our curriculum intentions?</p>	<p>How are we working towards our outcomes?</p>	<p>What do we intend to see as an outcome of the implementation?</p>	
<p><b>For all children to believe they can be a mathematician, they can access all learning opportunities and receive quality first teaching of mathematics.</b></p> <p>Our intent for Mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding.</p> <p>Our curriculum (using the White Rose scheme of learning) allows children</p>	<p>-NCETM, Five Big Ideas in Teaching for Mastery, 2017</p> <p>-Bruner, J. &amp; Kenny, H. (1965) Representation and mathematics learning. Monographs for the Society for Research in Child Development, 30 (1) 50-9</p> <p>-Bruner, J. (1966) Toward a Theory of Instruction, New York, WW Norton.</p> <p>-Bruner, J. (1986) Actual Minds, Possible worlds Cambridge Mass. Harvard University press.</p> <p>-Wood, D. &amp; O'Malley, C. (1996) 'Collaborative</p>	<p>1. Subject expertise allows the intentions of our mathematics curriculum to be executed successfully.</p> <p>2. CPD is important in maths and all staff are being encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. Throughout the academic year CPD will focus on the Five Big Ideas in Teaching for Mastery, as promoted through the NCETM. Further CPD will be</p>	<p><b>We want to see all children to be active participants driving forward their learning of mathematics.</b></p> <p>The impact of our maths curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun and it is ok make mistakes because the journey to finding an answer is important.</p>	<p>Review, revisit and amend policies, then share policies with all stakeholders.</p> <p>Continue to provide CPD for quality first teaching supported by the White Rose Scheme of Learning</p> <p>Promote the enjoyment of mathematics.</p> <p>Raise the profile of how maths can be applied to the real world.</p>

<p>to better make sense of the world around them relating the pattern between mathematics and everyday life.</p> <p>Children will develop skills in articulating their mathematical understanding, drawing upon representations, structures or known facts in the context of reasoning questions.</p>	<p>learning between peers: an overview' Educational Psychology in Practice, 11 (4), 4-9</p> <p>-Wood, D. (1998) 'How children think and learn', Oxford, Blackwell.</p>	<p>structured around next necessary CPD steps for the teachers and TAs in school.</p> <p>3. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school.</p> <p>4. Staff have access to the White Rose Scheme of Learning and this structures the development of the curriculum throughout school. Additionally there is a supporting calculation policy focussing primarily on the four operations. EYFS and Key Stage One are also supported by the Mastering Number programme by the</p>	<p>Formative assessment is incredibly important at St. Catherine's where we focus on challenge questions, analysis of learning, extension work, mini plenaries and discussion with peers. There is coherent progression seen in planning within each unit and activities in EYFS develop knowledge and skills of key learning.</p> <p>Children will 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem, as shown by the teacher. Children are beginning to develop skills in being articulate and are able to verbally,</p>	
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