

Mathematics Curriculum at Woolden Hill 2016-2017

During the academic year of 2016 and 2017, Woolden Hill Primary School is committed to embedding a mastery curriculum with pedagogies and practices built around the true principles of this. To support this, we are implementing the Maths No Problem Scheme in Years 1 to 6 as a framework for the curriculum. Below we have outlined the principles and what this will look like in practice.

Mastery principle	What this will look like in practice at Woolden Hill
Learning is step by step building on previous learning with children mastering a concept before moving on	<ul style="list-style-type: none"> • Additional activities in planning, maths journals and workbooks to ensure smaller steps are taken when needed • Learning overviews in the workbook are used as a form of formative assessment • Pre and post tasks are used to show progress through each chapter • Questions used by teachers to encourage children to give their reasons for their ideas • EYFS will be developing early number sense by looking at numbers and exploring concepts such as cardinality and subitising
Depth not breadth	<ul style="list-style-type: none"> • A balance between mastery and coverage • Some activities within the workbooks may not be used if the teacher feels they are inappropriate to the needs of the class or may be adapted • All children will work towards the expectations of their year group and no child will be given activities relating to objectives beyond their own year group. • Challenges are set to deepen reasoning within a lesson but not to accelerate further
Use of CPA	<ul style="list-style-type: none"> • Manipulatives accessible by all children throughout the school • Manipulatives planned as part of lesson delivery • Use of pictorals from the Maths No Problem textbook • CPA being used throughout a lesson and a unit
Belief that all children can achieve	<ul style="list-style-type: none"> • Mixed ability pairings/ groups • Challenges planned for lessons • Children with SEND needs who are unable to access the curriculum even with support may have separate activities planned • Resources always available to all
Focus on the use of mathematical	<ul style="list-style-type: none"> • Learning objectives are focussed on the use of precise mathematical vocabulary • Success criteria with mathematical vocabulary • Vocabulary displayed on working walls in the learning environment • Teachers modelling full sentences for answers given