Belong
Enjoy
Aim high
Respect

Maths Intent Statement

At Chaucer Infant and Nursery School our intent is that all children will become masters of Maths, developing a love of the subject and confidently acquiring the skills to reason and problem solve in life beyond school.

As a school, we strive to make fun, purposeful and interesting for all children.

Our children 'do' Maths to 'learn' Maths in small steps through the concrete, pictorial and abstract approach:

By working across different representations of learning and using resources, we aim for our children to be confident mathematicians who are independent, curious and not afraid to take risks.

Our learners adopt a Growth Mindset attitude and understand that mistakes are a positive part of the journey to becoming a skilled mathematician.

They will be given access to a variety of mathematical opportunities to discover and make connections in learning, develop and use new vocabulary and explain their mathematical thinking.

Real world connections are incorporated into lessons so that children have the opportunity to see how maths fits into their daily lives.

Our Core Principles

- Mathematical success is possible for all
- Children work in mixed groups (no defined abilities)
- Intelligence is flexible and you can learn as much as you can
- Topics are taught in small steps, leading to greater depth
- Concrete, pictorial and abstract concepts are used to deepen learning
- Mistakes are an opportunity to develop
- Alternative approaches and explanations are used if children find concepts tricky
- Same day intervention is used for children to 'keep up' not 'catch up
- Children who are confident will be challenged to go deeper with their learning

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Key Learning:				
Small coherent steps	**Making Connections**	**Fluency**	**Representations**	**Variation**
In order to allow all children to achieve, scaffolding is necessary. All children are able to engage with the lesson as small steps are carefully engineered to guide them through their learning, leading them to conclusions and generalisations which, through careful teacher-led questioning and lesson design, they discover for themselves.	*Units of learning are built upon prior learning and connections are made throughout the learning journey. Longer time is spent on each mathematical concept so that there is time for depth of understanding and children are able to make their own generalisations as well as reasoning about their maths and using their knowledge and understanding to solve problems.*	*Children are taught key number facts, which they practise and apply within a wide range of contexts.*	*Children are exposed to a wide range of representations, following a concrete, pictorial, abstract approach so that all learners are able to visualise the structures of mathematics to support their learning.*	*Lessons include both conceptual variation, where concepts are shown in a variety of ways, as well as procedural variation throughout a lesson or exercise in which children are encouraged to apply their knowledge and make connections to proceed through a task.*