A voyage of discovery - we're sailing to success together… MATHS

INTENT	**AIMS**		
	At Trafalgar we recognise that children enter our school with a varying degree of mathematical understanding and knowledge depending on their previous experiences.	Appreciate the power and beauty of maths.	Enjoy taking on challenges, when learning new concepts or skills through play and exploration.
		Think logically, creatively and imaginatively in solving problems, developing the ability to think for themselves.	Learn to work collaboratively, negotiating others' points of view.
		Work mentally with increasing confidence.	Learn the facts and techniques that they will need in order to further their maths learning.
		Achieve their potential.	

IMPLEMENTATION	**Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y2.**		
	At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses.	All lessons begin with a short assessment/opportunity to revisit previous learning to support retrieval practice and develop long-term memory.	Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts. The mastery approach incorporates using objects, pictures, words and numbers to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels.
	Children work on the objective at whatever entrance stage they are assessed as achieving. Children can ACQUIRE the skill, APPLY the skill or DEEPEN the skill within the lesson.	Children move through the different stages of their learning at their own pace.	Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a DIVE DEEPER (Greater Depth) activity. This should be challenging and ensure that children are using more than just one skill to be able to answer the mathematical problems.
	Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking.	Resources are readily available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group.	Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles.
	A love of maths is encouraged throughout school via links with others subjects, applying an ever growing range of skills with growing independence.		

	CHILDREN MAKE EXPECTED OR GREATER THAN EXPECTED PROGRESS

I M P A C T	Children show confidence in believing that they will achieve.	Children demonstrate a quick recall of facts and procedures.	They have flexibility and fluidity to move between different contexts and representations of maths.
		They have the chance to develop the ability to recognise relationships and make connections in maths lessons.	Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
		Children show a high level of pride in the presentation and understanding of their work.	