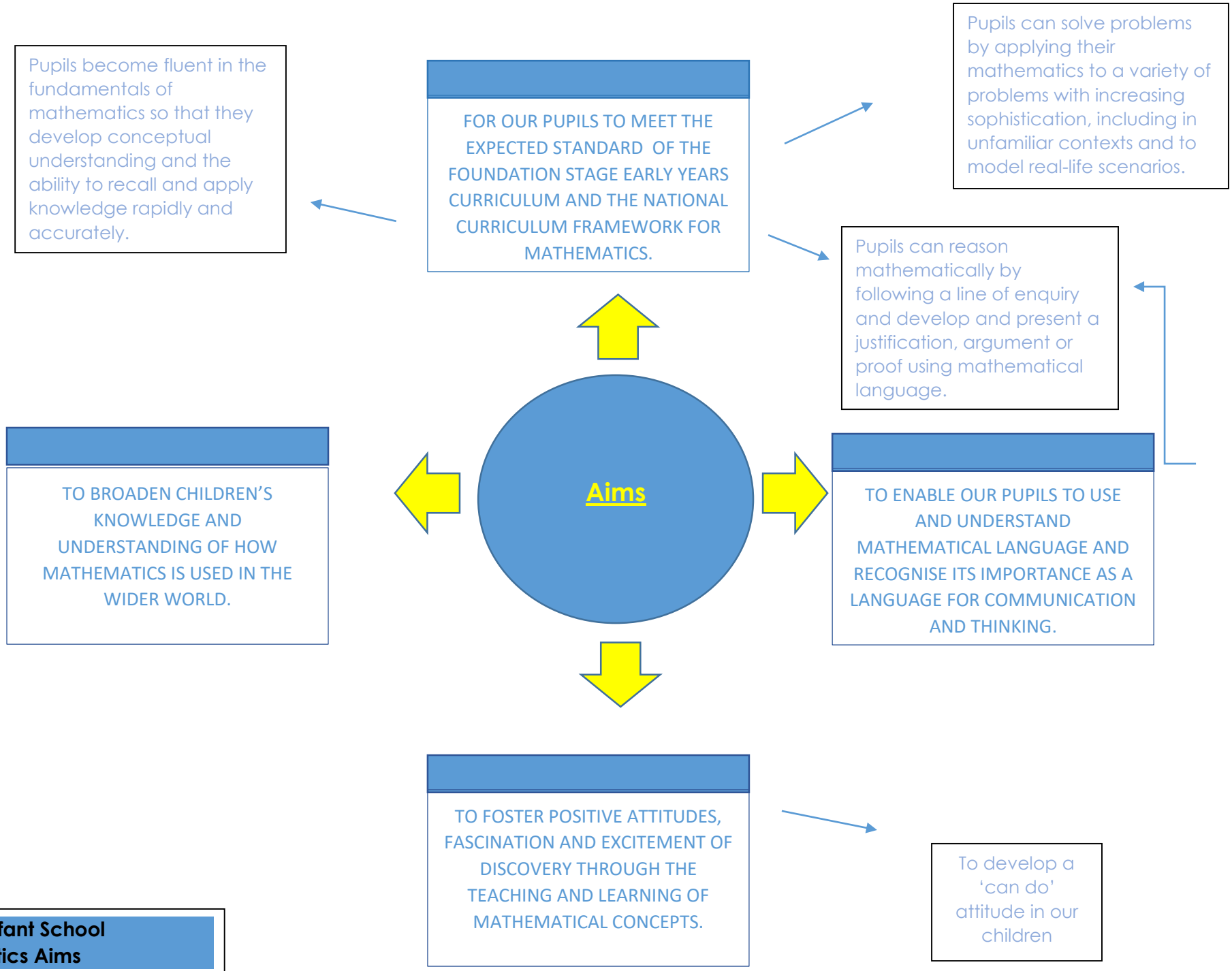


Stalyhill Infant School Mathematics Aims

Positive norms

Belonging

Purpose

See mistakes as an opportunity to develop

Resilience

Language of learning

Effort

Confidence not ability

Ability not fixed - great abilities can be built

Positive parent mindset

Sense of the world

Real life connections

Representations and structures

Manipulatives

Misconceptions

Mathematical thinking and reasoning

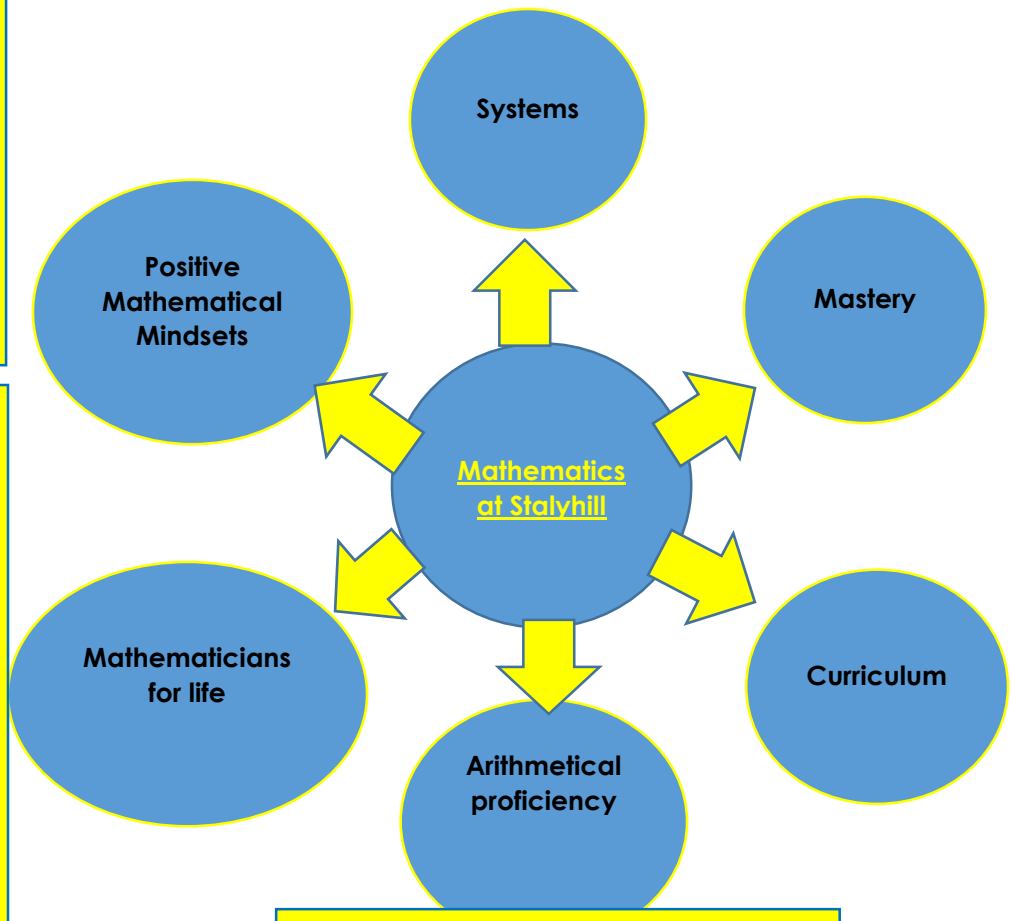
Progress and Attainment

Collaborative planning

Maths Leaders

Stalyhill Infant School Mathematics Curriculum Intent

Maths daily timetable – high profile across school
LTPs/MTPs
Keep up, not catch up - where possible
Evidence based interventions
Role of other adults
Support and challenge
CPD - subject knowledge, developmental progressions
Assessment and tracking – diagnostic, informative, purposeful
Self-evaluation



Accuracy, efficiency, flexibility, practice
Key number facts
Fluency
Games
Mental calculations

Solid understanding before moving on

Not just key facts and procedures but knowing why as well as knowing that and how

Application

Mathematical talk

Reasoning

Independence

Problem solving

Variation

Rich, balanced, experience, context based - books, puzzles, games, songs

Progressive – teaching builds on what children already know

Reasoning, problem solving

Fluency

Manipulatives and representations

Vocabulary

CPA – calculation policy

Number heavy curriculum

Questioning