

MATHS at DULWICH WOOD

Curriculum

At Dulwich Wood, we teach a high-quality mathematics education using White Rose Maths; this ensures that our maths curriculum delivers a clear progression of knowledge and skills from early years, through key stage 1 and key stage 2. By using White Rose, our children will learn to use mathematical concepts, facts and procedures to solve problems and develop their reasoning skills. Their understanding of abstract methods and concepts is supported by using objects and pictures. As mathematicians, they develop their understanding of the world and can apply their skills across a range of subjects.



The aims of the National Curriculum are for our pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems. Breaking down problems into simpler steps and persevering in answering.

Intent

At Dulwich Wood we have chosen to teach maths using a carefully sequenced blocked curriculum as we believe that it gives children sufficient time on each topic area to develop, secure and consolidate their understanding with a primary focus on place value.

Our aim is for children to be enthusiastic, curious mathematicians who learn from their mistakes and are able to explain their reasoning. We ensure that they are able to apply their skills to real life contexts.

Implementation

Daily Maths Lessons

Children are given the opportunity to recall number facts through a variety of different activities. They are challenged appropriately allowing them to demonstrate their reasoning and problem-solving skills. Teachers provide children with differentiated work where necessary; they use White Rose and Classroom Secrets resources to support their planning and teaching. In KS2, children can confidently select the appropriate level of challenge for themselves using radial layout worksheets. Maths working walls are completed in class with the children, and are purposeful and up to date; they support the learning of key vocabulary. Flashback 4s (four questions from previous learning) are used daily to maintain retention of previously taught maths.



Reasoning

Home Learning

To support the learning of times tables and number facts, children have access to Times Tables Rock Stars and Numbots to practise independently or compete against others.

Additional Support

Children who are identified as needing extra support are given keep up and catch up interventions which take place in all year groups to close the gaps in learning.

Impact

Assessment

Teachers formally assess children three times a year by using the White Rose Assessment documents, the flashback 4's and their own professional judgements. They attend moderation training both internally and externally. Misconceptions are addressed during lessons (when possible) and children are given the opportunity to respond. Through pupil progress meetings, teachers identify children who would benefit from keep up and/or catch up interventions and their progress is monitored weekly.