

Vision	 Curriculum intent for Maths Year 1
	<p>We believe that all children are capable of understanding and doing mathematics and aim to promote a positive can do attitude to the subject. We intend for all children to become fluent in the fundamentals of mathematics, reason mathematically by giving proof and justifications and to solve problems, including those in real life contexts; moving beyond the parameters of the classroom. We utilise mistakes and misconceptions as an essential opportunity for learning and growth.</p> <p style="text-align: center;">Spirituality Statement</p> <p>In Maths we believe that all children are capable of succeeding, as in the story of the lost sheep (Luke 14: 3 - 5a) Then Jesus told them this story: Suppose one of you has 100 sheep, but he loses one of them. Then he will leave the other 99 sheep alone and go out and look for the lost sheep. The man will keep on looking for the lost sheep until he finds it. And when he finds it, the man is very happy.</p>
Implementation	Learning Together, Flourishing Together
	Growth mindsets are discussed and developed as children are taught that making mistakes give valuable opportunities to learn. Values are linked to learning, in particular respect, courage, friendship and perseverance. Metacognition is encouraged by asking children to think about their own learning, reason mathematically and solve problems.
	Instilling initiative which encourages children to seek support when needed and to pursue understanding.
	All stakeholders actively taking part in learning and following agreed procedures consistently to enable flourishing.
	Pupils ask questions and lead learning. They explain their reasoning and thinking.
	Clear progression of vocabulary, knowledge and skills from R to Y2 across the subject with cross curricular links encouraged to apply learning, in particular to science and D&T.
	Collaborative learning through paired, group and whole class discussions.
	Independent children are supported to challenge themselves and take risks, an element of challenge is incorporated into every lesson to move children's learning forward.
	Staff use updated pedagogy and maintain high expectations of all pupils.
	Questioning and feedback at the point of learning enables accurate assessment for learning and positive progress within the lesson.
	Clear systems to track and monitor the progress and attainment of each pupil and shared with parents.
	Uphold the Values of God
	Explicit teaching and recognition of the school values in action, in particular respect, courage, friendship and perseverance.
	Pupil voice is encouraged and valued. All stakeholders respond with respect, in particular when exploring misconceptions and how mistakes make us better learners.
	Take on leadership roles and make a valued contribution to the schools' vision.
	Discover, discuss and reason about other religions, cultures and beliefs.
	Church school distinctiveness woven across the curriculum.
	Pupils share in the creation of and follow their rights and responsibilities demonstrating understanding of right and wrong.
	Strong focus on pastoral care to meet personal and social needs of all stakeholders.
	Stimulating Surroundings
Use of outdoor and in school resources including technology. High quality texts engage and motivate children.	
Pupil voice is listened and responded to and a safe environment provided. In maths this is encouraged so that children are willing to take risks, share mistakes and explore misconceptions.	
Pupils are provided with a calm, natural environment to replicate the context of the school grounds.	
Nurture creativity and Encourage Curiosity	
Interactive provocations encourage curiosity and exploration. Children have access to numbers, manipulatives and questions to allow them to use their mathematical thinking throughout the day.	
Opportunities for ongoing self-evaluation and reflection. Each class has a self-help maths resources trollys to encourage them to think for themselves and become independent learners.	
An enriched curriculum with wider opportunities to apply skills to real life situations.	
Opportunities to apply learning in different contexts and extend their skills through challenge. Cross-curricular links give children opportunities to apply their learning.	
Individualised curriculum and timely intervention where necessary to enable success.	
Connecting Communities	
Maintaining local, regional, national, and international networks.	
Supporting and volunteering for local, national, and international charities.	
High profile given to sustainability and being eco-friendly led by pupils across the school.	
Enrichment through visits, visitors, peripatetic teachers, and experts in their field.	
Pupils experience democracy in action within their school community.	

Progression of Knowledge and Skills	
Area	Pupils working at national expectation will:
Number and Place Value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words.
Addition and Subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Multiplication and Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) mass / weight (for example, heavy/light, heavier than, lighter than) capacity and volume (full/empty, more than, less than, half, half full, quarter) time (quicker, slower, earlier, later) Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) Recognise and know the value and denominations of coins and notes. Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates, including days of the week, weeks, months and years

			Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		Geometry: Properties of Shape	<ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
		Geometry: Position and Direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.