Maths Curriculum Intent 2026-27

Intent of Mathematics

"Mathematics is the most beautiful and most powerful creation of the human spirit." Stefan Banach

The intent of our maths curriculum is for children to experience a high-quality, mastery curriculum which fosters an enjoyment and curiosity about maths and where children can thrive on challenging teaching and learning.

Our mathematics curriculum aims for all our pupils to:

- become **fluent in the fundamentals of mathematics** through varied and frequent practice
- solve increasingly complex problems
- have conceptual understanding
- recall and apply their knowledge rapidly and accurately to problems and across the curriculum
- make rich connections between different areas of maths knowledge and beyond to other subjects and life in general
- evaluate their own successes, understanding and next steps in maths within each lesson and over time
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof
- use mathematical language confidently and accurately

The pupils said in a whole school meeting, where pupils express their opinions:
An excellent mathematician *knows their multiplication, understands the question, has resilience and patience. They learn from mistakes, check their work and solve it in different ways.*

The Implementation

The Brookland Maths curriculum is crafted collaboratively from the National Curriculum by Brookland teachers, overseen by our subject leader and draws on a range of quality resources, research and careful evaluation of our children's achievements, strengths and challenges. Brookland lessons follow a mastery structure using a range of our own tasks and published resources such as White Rose and NCETM. There are regular opportunities for deeper and extended problem solving as well as real world experiences. We prioritise bespoke staff training through INSET, coaching, team teaching and collaboration such that all staff gain confidence and skills to support, explore and challenge all children's progress.

Mastery approach:

Pupils develop their understanding of new concepts through the use of concrete resources and pictorial representations. Our curriculum is designed into blocks of work and is sequenced carefully to enable pupils to build on prior knowledge. Regular revisiting of key knowledge is interleaved within the units to support

long term memory. Early work also supports secure recall of vocabulary, methods and number facts. Strategies to develop procedural fluency are embedded within the curriculum and carefully designed variation deepens understanding.

Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. This is based on mathematical ‘mastery’. The essential idea behind mastery is that all children need a deep understanding of the mathematics they are learning so that future mathematical learning is built on solid foundations which do not need to be re-taught.

Pupils in Year 5 and Year 6 benefit from the pace, depth of thinking and challenge of an extension set while continuing to access the same ambitious curriculum content and entitlement as their peers. The Brookland Junior Curriculum builds directly on the teaching and learning in our Infant school; we share a common calculation policy. We liaise closely with a local secondary school to understand the skills progression into KS3 and benefit from their support where we have exceptionally able pupils.

Maths is well resourced to support a concrete, pictorial, abstract approach to acquiring concepts securely and we enjoy learning maths in our outdoor spaces too. We also ensure that our pupils develop their problem-solving skills regularly through our mastery- structured lessons and extended investigations.

Foundational knowledge and skills:

At Brookland, we recognise that secure foundational knowledge is essential for success in mathematics. We prioritise the development of number sense, place value understanding, mathematical vocabulary and rapid recall of key number facts. Fundamental skills are taught explicitly, practised regularly and revisited frequently to ensure they are embedded in pupils' long-term memory. Extra sessions in lower KS2, outside of the maths lesson, focus on developing a deep, flexible understanding of place value up to 1,000, secure mental calculation, and fluency with multiplication facts.

Key Features of our maths lessons:

- Daily mathematics lessons that follow a consistent structure
- Recall and application of prior knowledge so children know more and remember more
- High-quality teacher modelling and explanation
- Key mathematical vocabulary taught explicitly
- Opportunities for mathematical talk and reasoning
- Carefully designed variation to deepen understanding
- Regular opportunities to apply learning in different contexts
- Challenge through depth, not acceleration
- Careful assessment so children keep up, not catch up

Inclusion and adaptive teaching:

The expectation is that the majority of pupils will move through the curriculum at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Careful assessment is integral to each lesson and

informs a rapid intervention to ensure children keep up with the maths curriculum. Home practice of maths incudes My Maths and TT rockstars for times tables.

All pupils, including those with SEND and disadvantaged pupils, access the full mathematics curriculum through carefully designed adaptive teaching, appropriate scaffolding and targeted interventions. Support for these pupils includes research-based interventions such as mastery in number, rapid catch-up daily sessions for those less secure with that day's learning, after school or before school 1 to 1 or group tuition. Home practice of maths incudes My Maths and TT rockstars for times tables. Further depth and challenge are provided both in whole class lessons and in extension groups where appropriate.

Impact

How do we know how well our children are learning more and remembering more in Maths during their time at Brookland?

The impact of our maths curriculum is demonstrated through pupils' growing attainment, their fluency and automaticity with the fundamentals of mathematics, their articulate use of mathematical vocabulary when reasoning and their resilience and ability to problem solve at a high level. Lesson visits show that pupils can confidently explain their mathematical thinking using precise mathematical language and draw upon previously taught knowledge when tackling new concepts. Pupils' books demonstrate that they successfully acquire and retain the foundational knowledge and skills which allow them to access the next stage of the curriculum confidently. They show that pupils are confident making connections and applying their knowledge to rich mathematical problems which require them to justify, explain and generalise. Book studies, retrieval activities and cumulative assessments demonstrate that mathematical knowledge is retained and built upon over time.

In whole school meetings, pupils share how longer problem solving and investigations have allowed them to become more resilient. They value being able to work together and apply their knowledge. Oracy and reasoning opportunities in lessons have enabled pupils to tackle unfamiliar problems with increasing resilience and to explain, justify and critique mathematical methods using precise vocabulary. "Talk like a mathematician' has meant that I am more confident using mathematical vocabulary and explaining my thinking.''

Formative assessment in lessons allows teachers to evaluate learning. This includes retrieval practice, questioning, discussion, whole class responses, written work and pupil evaluations. Feedback from teachers, both verbal and written, allows children fix misconceptions and challenges them to take their learning further. Key objectives in maths are clearly identified and teachers assess these termly against the National Curriculum expectations. Both formative and summative assessment is used regularly to inform teaching and interventions, allowing children to keep up, not catch up. The mathematics curriculum is intentionally designed to be ambitious and accessible for all learners, including pupils with SEND, EAL and those who are disadvantaged. Assessment evidence shows that pupils make strong progress over time, developing secure foundational knowledge and skills that prepare them well for the next stage of their mathematical learning. Our end of Key Stage outcomes for progress and attainment are well above national average for all pupil groups and cohorts with 89% of children achieving the Expected Standard and 54% of children achieving Greater Depth within Expected Standard in 2025.

The success of the curriculum is also reflected in pupils' attitudes towards mathematics. Pupil voice overwhelmingly shows that pupils enjoy maths lessons, they talk confidently and enthusiastically about their opportunities to problem solve and the real-life experiences of maths provided at school. Days such as 'mini-market' provide pupils with entrepreneurial skills as well as real-life experience with money. Pupils leave Brookland as confident and capable mathematicians, equipped with the knowledge, fluency and reasoning skills needed for success in Key Stage 3.

How We Know Pupils Learn More and Remember More

We evaluate the impact of the maths curriculum through:

- The quality and progression of work in maths books.
- Pupils' ability to recall and apply previously taught knowledge and skills.
- Informal learning walks
- Regular formative assessment and responsive teaching.
- Informal termly assessments in both arithmetic and reasoning mathematical skills.
- Pupil voice, discussion and verbal articulation of learning.
- Work scrutiny and evidence of cumulative curriculum progression.
- Moderation processes both internally and with other schools
- Attainment outcomes.

This evidence enables leaders to evaluate the effectiveness of the curriculum, ensure that all pupils achieve well and continually refine provision so that every child can fulfil their potential as a mathematician.