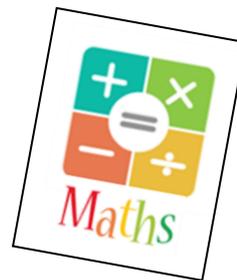


## Hopping Hill Curriculum



### **Mathematics**

At Hopping Hill, we believe that mathematics is the vehicle through which children learn to be problem solvers and learn skills, knowledge and understanding that are key to them being able to manage their own independent lives. We aim to instil a passion for mathematics that stays with our children throughout their educational careers.

We follow a Teaching for Mastery curriculum as endorsed by the Department for Education (DfE), OFSTED and the National Centre for Excellence in the Teaching of Mathematics (NCETM). We believe that high expectations are crucial – teachers believe that all children can achieve, and they are encouraged to believe that through hard work, they can succeed in mathematics. Our lessons involve whole-class teaching with children working through lesson content at broadly the same pace, mastering content before moving on to the next steps in learning. This involves carefully planned, small, coherent steps that are achievable. Those children that find grasping a concept more challenging are offered rapid intervention so they are more equipped to move on with the class. We differentiate through depth rather than accelerating through content. Our children are required to reason mathematically and are offered opportunities to work on key ideas and learning that encourage intelligent practice. This is fostered by drawing children's attention to important features and structures of mathematics and by making connections through lessons that incorporate procedural variation (by varying numbers or unknowns, strategies or problems) and conceptual variation (by varying the representations given to support children's understanding). Children are also given time to learn key tables and number facts to improve their mathematical fluency.

Mathematics is taught each day throughout all year groups, and lessons include time to practise and solve mathematical problems, which involve reasoning. The 'Maths No Problem' scheme of work is used in Key Stages 1 and 2. Early number sense is promoted in the Early Years and in Year 1 through discrete sessions three times a week (ten minutes).

This number sense is developed and advanced throughout Years 2 to 6 through discrete sessions three times a week (fifteen minutes) concentrating on key facts such as multiplication tables and addition and subtraction facts leading to automaticity.