Green Wrythe Primary Maths Curriculum

Intent
Vision and Objectives: • **Purpose:** We are using mathematics to help children understand the world and think with clarity, logic, and creativity. • **Aim:** We are offering rich, engaging lessons that build fluency, reasoning, and problem-solving skills in every child. • **End Goals:** We are developing fluency through practice, strengthening reasoning with language, and solving problems with confidence and persistence. • **Values:** We are promoting a growth mind-set, encouraging risk-taking, and believing that every child can succeed in maths.

Implementation - Through our **GW Drivers**, our Curriculum			
Inspires Excellence by:	**Fosters Positive Relationships** by:	Provides **'Golden Ticket'** learning by:	Promotes **Mastery** by:
Setting high expectations through carefully planned lessons that develop deep understanding and problem-solving skills. Challenging all learners through intelligent practice, layered tasks, and opportunities for greater depth.	Creating a safe, inclusive environment where all children feel confident to share ideas, take risks, and learn from mistakes. Encouraging collaboration through whole-class discussion and the Ping Pong approach, valuing every child's voice.	Designing engaging lessons that make maths meaningful, starting with real-life contexts and building to abstract understanding. Using well-sequenced plans and purposeful tasks that spark curiosity, enjoyment, and sustained mathematical thinking.	Using small-step teaching, micro-progression, and consistent revisiting of key concepts to secure long-term understanding. Emphasising fluency, reasoning, and problem-solving in every lesson, ensuring all pupils develop mastery over time.
Ensures **Equitable Access and Support** by:	**Promotes Oracy** by:	Facilitates **Formative Assessment** by:	Encourages **Always Learning** by:
Structuring lessons with a single learning point, accessible tasks, and challenge through depth—not speed. Providing scaffolds like manipulatives, pictorials, and stem sentences so every pupil can access, engage with, and succeed in maths	Embedding mathematical talk in every lesson through full-sentence responses, carefully planned questions, and reasoning prompts. Using stem sentences and structured discussion to help pupils articulate, justify, and explain their thinking clearly.	Planning lessons that include diagnostic tasks, such as true/false questions and mistake-spotting, to reveal and address misconceptions. Using ongoing questioning and mini-plenaries to assess understanding and adapt teaching in real time.	Embedding a growth mindset through challenge, reflection, and persistence in problem-solving tasks. Ensuring pupils regularly revisit prior learning, deepen current understanding, and are continually exposed to new ideas.

Impact - Our Curriculum allows our pupils to live our **Values,** showing they are:		
Aspirational by:	**Compassionate** by:	**Resilient** by:
Enabling all pupils to become confident, independent mathematicians ready for the next stage of their learning journey. Embedding high expectations for fluency, reasoning, and problem-solving to support ambitious mathematical thinking.	Supporting every learner with care, ensuring all children feel valued, capable, and empowered to succeed in mathematics. Creating a classroom culture where mistakes are seen as learning opportunities and all contributions are respected.	Encouraging perseverance through challenging tasks, developing learners who are determined to find solutions. Building confidence by equipping pupils with strategies to break down complex problems and keep trying when faced with difficulties. .
Responsible by:	**Inclusive** by:	**Reflective** by:
Helping children take ownership of their learning through independent application of mathematical knowledge and skills. Encouraging thoughtful reasoning, precision in language, and accountability in problem-solving.	Ensuring every child can access and engage with learning through carefully designed support and challenge. Celebrating diverse ways of thinking and solving problems, so all pupils feel represented and capable in mathematics.	Promoting metacognition through reasoning tasks that ask children to explain, justify, and improve their thinking. Using purposeful feedback and self-assessment to help pupils understand their progress and identify next steps.