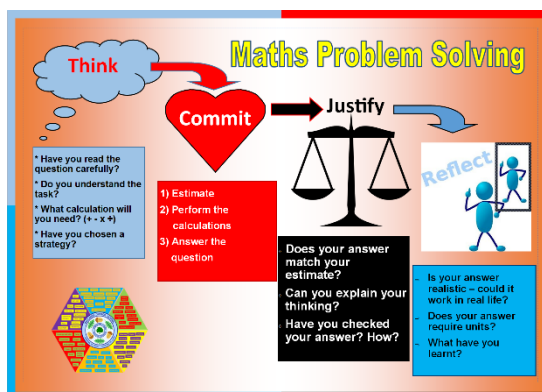


Oaklands' Maths Curriculum Intent

By the end of Year 6, we want all our pupils to be competent in the key areas of maths and able to apply their knowledge and understanding in real-life and practical situations. The acquisition of key skills and knowledge will allow pupils to successfully deal with problems that require a mathematical solution in both academic and real-life situations. In line with our Thinking Schools status, we advocate the use of a P4C based approach to solving problems in maths.



We expect that during their time at Oaklands Junior the students will have acquired a range of strategies and methods to solve calculations involving the four operations, including formal written methods. Through use of metacognition, students will be able to discuss and explain their strategies, leading to a deeper understanding of the number system. In addition, children will be supported to develop rapid recall of knowledge fundamental to using and applying their maths skills in real life situations. This will include practical work.

At the end of Key Stage 2, our intention is that all pupils will have developed resilience in maths learning, as well as an enjoyment of it, through a challenging scheme of work, which will enable them to be able to manipulate maths skills, using prior knowledge of key facts including accurate recall of standard units of measure, properties of shape and common formulae.

Many of these skills and ways of learning tie in particularly well with our 'Thinking School' philosophy as well as our 'Oaklands' Mindset', for example challenge, resilience, communication, enjoyment. Furthermore, the development of these skills and learning behaviours will provide an ideal foundation for continuing the development of their maths skills in Key Stage 3 and beyond. During lessons, we aim to create links between their learning in maths situations they may encounter outside of school and later in life– for example using a timetable, managing money or measuring using standard units.

Following the COVID pandemic, we recognise the impact that the lack of face-to-face teaching has had on the children's progress in maths. Although daily lessons were provided as part of our remote learning provision during lockdown, we are aware that core skills and knowledge will need further work to become embedded. The Covid catch-up sessions have been specifically targeted at those areas that are key in allowing children to make progress by overcoming gaps in their understanding of fundamental concepts.