



Whole School Curriculum Intent

Our intent is to create active learners who can reflect, question, wonder, think, connect, be self-aware and be resilient. We intend to provide opportunities for our children to build knowledge, make meaning and apply understanding across a range of learning experiences. As an increasingly diverse school, the promotion of acceptance and inclusion underpins our curriculum, whilst maintaining our strong Christian values and ethos.

Maths Intent

We intend to provide the children with a tool kit of mathematical strategies, underpinned by a secure and appropriate knowledge of number facts. The children will be exposed to a wide range of both mental and written strategies, that will empower them to make secure and accurate judgements; have a deeper understanding of maths, and be confident mathematicians.

The children of St Philip's will be provided with opportunities to use logic, reasoning and to build resilience when solving problems. They will be provided with a maths curriculum that is fun, exciting, challenging and relevant. The children at St Philip's will develop an appreciation of how maths is interconnected to other subject areas, and how it will support them in all aspects of their lives, now and in the future.

MATHS

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.