

Curriculum Intent Statement: (Maths)

The National Curriculum is the fundamental basis of our curriculum at Woodlands; the curriculum coverage, content and progression of knowledge and skills are outlined in detail in our long-term and medium-term planning documents. We believe in educating the whole child and as such, this curriculum in this subject also enhances these core elements:

	<p><u>Significance:</u> Here at the Woodlands, we make links with maths to the real world. Opportunities are given where maths is part of our everyday lives, especially in regard in their lives and of an adult's. Opportunities such as the value of money and how it is used in different situations such as the need for budgeting in daily live. Also how it can link with other areas of our lives. For example, home improvements: measures for decorating or building. We also reveal more surprising links where maths is used but probably not recognised such as with fractions: Walking to school and arranging to meet a friend halfway.</p>
	<p><u>Creativity:</u> Having a maths curriculum that is a creative one has allowed for more diverse learning and being more enlightening and surprising. The barriers between mathematical units are there to be knocked down so we can allow links to be made and crossovers to exist: using algebra in geometry to investigating problems involving a mix of fractions, area and money. The possibilities of being creativity with maths carries across to all other areas of the curriculum: measuring and converting distance on a map in geography to timings track events in P.E. that can be compared and ordered.</p>
	<p><u>Investigation:</u> Every day is an investigation in maths. Investigating new objectives, new areas of the maths curriculum, new methods, different approaches to a specific mathematic aspect, through problems solving, real life scenarios and applying learning in activities given. We investigate how every aspect of the maths curriculum works, how the curriculum have interwoven links and use maths to investigate within other subjects across the curriculum.</p>
	<p><u>Comparison:</u> It is essential that our maths curriculum makes links between its different units of learning. Maths is an interlinking subject. Fractions are compared to decimals and percentages, we use our knowledge of reflection to help define and notice the differences when translating shapes. Methods and strategies are comparable as well. For our example, using practical strategies lead to using similar pictorial methods. Simple number skills carry on throughout both key stages to support use of larger numbers.</p>
	<p><u>Change:</u> Maths helps to understand the size of numbers and by using measures aspects such as length, money, mass and time we can apply such knowledge to things that change. Through aspects such as measure we understand and learn about the scope of numbers, coming to comprehend how small or large, short or long, heavy or light something can be. And it is not just in the maths lessons we see this change. Again aspects across the curriculum uses numbers to show change such as on a timeline, growth of a plant or timings in PE.</p>

