

Wave Trust Maths Curriculum

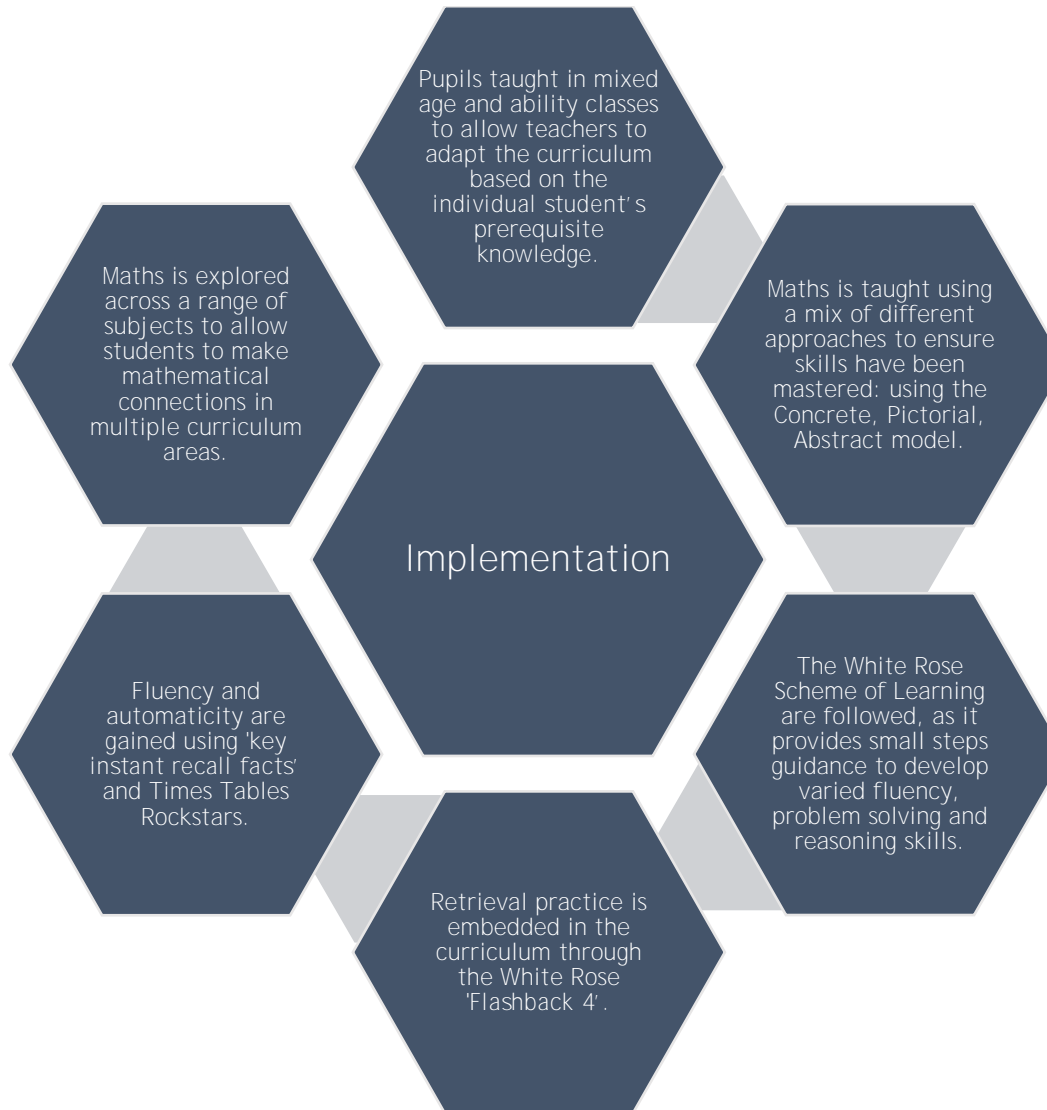
Our Trust curriculum, used in Primary and the Regional APA Solo Maths Leads, is underpinned by our WAVE values, which also serve as powerful and unique drivers for our curriculum:

We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. We believe every child can learn to read. In Maths, we aim to reengage pupils with Maths where needed, building a 'can do' approach and ensuring accurate assessment informs teaching.

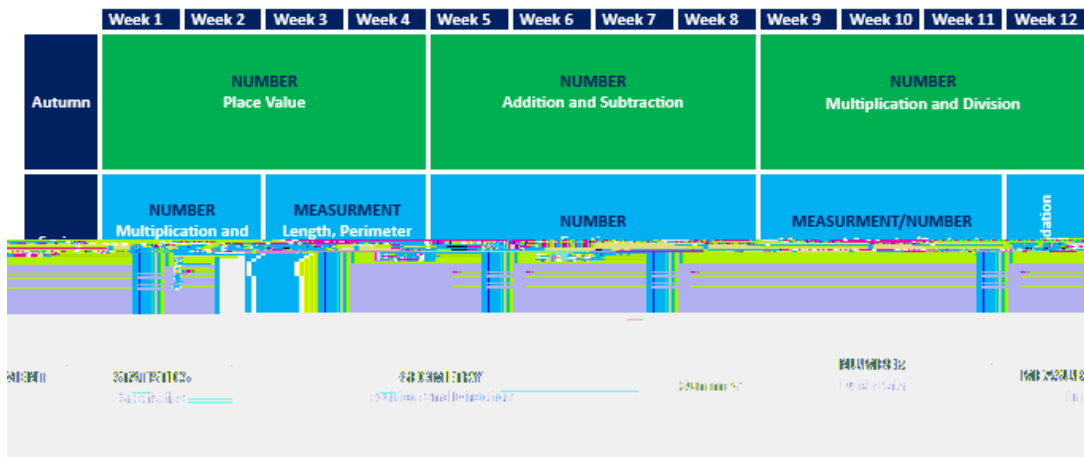
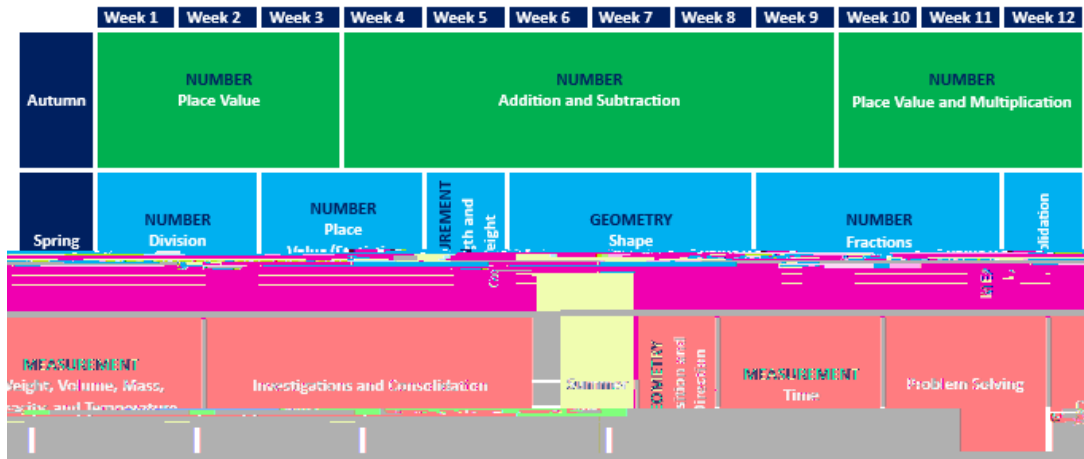
We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness,

Primary Maths Curriculum

The intent of our mathematics curriculum is to be a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative, engaging whilst identifying gaps in learning and work on these with the pupils. Many pupils in an APA have missed lessons or not been emotionally able to engage in learning due to the challenging behaviours and additional needs. Pupils can have fundamental gaps in their mathematical understanding that are significantly affecting their confidence and ability to move forward. To identify strengths in understanding and ability, as much as it is important to work on what pupils can't do, we need to show them what they are capable of and CELEBRATE their successes. Building confidence and self-esteem is vital for the pupils in an APA in terms of longer-term engagement with learning. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems. For pupils to be able to apply their mathematical knowledge to a wide range of subjects and understand that it is essential to everyday life and necessary for financial literacy and most forms of employment. As our pupil's progress, our intention is for the pupils to have the ability to reason mathematically. This will help to support our pupils gain qualifications that are appropriate to their ability and potential. Ultimately our aim is to foster an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.



The White Rose scheme covers all aspects of the national curriculum and is sequenced so that topics that rely upon other areas of maths are



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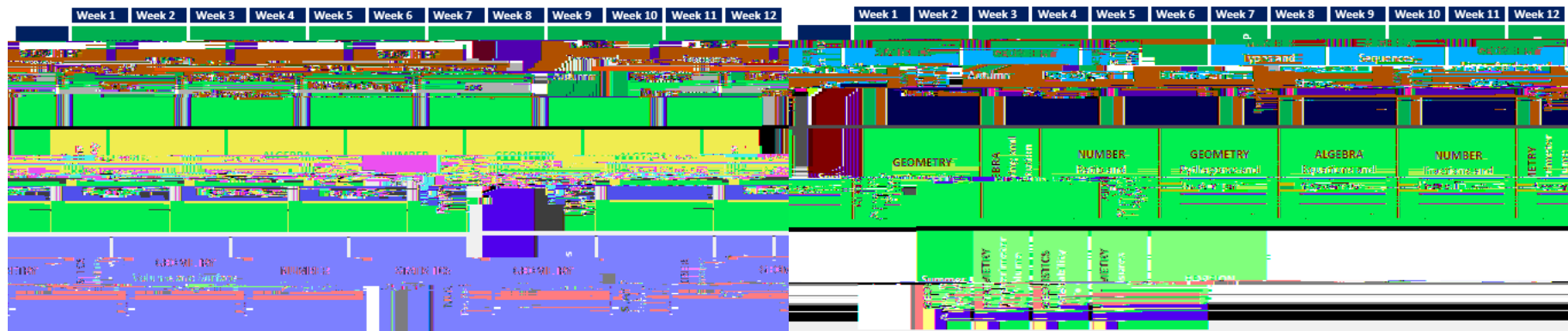
Key Stage 3

KS3 have 4-5 lessons a week and follow a scheme of work which is an amalgamation of the White Rose schemes for years 7/8/9. This ensures all aspects of the National Curriculum are covered and enables for differentiation in mixed ability and mixed year

they will learn how to use a protractor before being asked to construct a pie chart or how to convert between fractions, decimals, and percentages before talking probability. Each lesson begins with a starter which has been written to address gaps in knowledge and as part of a retrieval curriculum. The starters cover the current topic, one from 2 weeks prior and another from 4 weeks prior. However, with some KS3 students who have low levels of numeracy their starters may focus on a helping them to master a fundamental skill that is necessary for their progression such as knowing their times tables. Once a topic has been covered all students will complete a problem solving or real-life based task to be presented in

Key Stage 4

KS4 are following a scheme of work based on the AQA GCSE objectives. Each module is approximately 2 weeks in length and has been sequenced to build on prior knowledge. Every lesson begins with a Corbett maths 5 a day starter which is differentiated according to ability, but not in a way that limits attainment. Using these starters serves to address any gaps in knowledge and as part of retrieval process which aims to embed key mathematical concepts in pupils' long-term memory. The main part of the lesson will focus on the current topic and will build on skills developed in the previous lesson (except at the start of the module). Due to a wide range of abilities in classes the work is differentiated by the level of support offered to pupils rather than by outcome for all pupils following the same scheme of work. Both year 10 and year 11 follow a one-year scheme of work to ensure that if a pupil is reintegrated into mainstream at the start of year 10 or joins us at the start of year 11, they are not disadvantaged by not being taught the entirety of the curriculum. This does not mean that pupils staying with us repeat the same work. Pupils are taught in small groups, and the work is carefully planned to add breadth and depth. Problem solving tasks or exam style question are used on a regular basis to help pupil improve their mathematical reasoning and to interleave different mathematical areas together. Our curriculum is designed to be adaptive and based on the prerequisite knowledge of the pupils we teach.



We have an active maths area on SharePoint where our teachers share resources and work collaboratively.

Subscriptions

White Rose Maths

Dr Frost Maths

All our School make use of the wealth of free maths resources that are available such as:

Corbett Maths

Maths Bot

NRich

Pixi Maths

Mr Barton Maths

Maths White Board

Starting Points Maths

NCTEM

