



# Cawston Grange Primary School

## MATHEMATICS CURRICULUM FRAMEWORK

---

### 1. Curriculum Intent

Our curriculum is underpinned by the National Curriculum and the Cornerstones Curriculum, which provide a rich and engaging framework designed to foster a lifelong love of learning. Our curriculum is tailored to meet the unique needs of each child in our local community. Recognising the backgrounds, strengths, and challenges specific to children from our area, we aim to inspire and motivate children through our learning values of *Recalling Learning, Making Links, Staying Focused, Asking Questions, Persevering and Using Vocabulary* and our Core Values of *Excellence, Friendship and Respect*.

Through our curriculum, we aim to: - Inspire curiosity by connecting learning to real-world experiences and meaningful contexts. - Cultivate critical thinking, creativity, reasoning and problem-solving skills. - Foster resilience, confidence and perseverance so that all pupils see themselves as capable mathematicians. - Build an inclusive classroom culture where all children feel supported, challenged and valued.

Our curriculum intent is underpinned by the National Curriculum and Cornerstones. Subject Leaders have worked hard to ensure learning is sequenced in meaningful contexts that build progressively as children move through the school.

The most important element of our school is that pupils are challenged, supported, prepared and happy learners.

Our Curriculum Champions have been created to inspire and motivate the children to find out more and be interested in Mathematics. The champion for Mathematics is **Number Ninja Nisha**, who is visible around school on displays and in curriculum assemblies.

---

### 2. Mathematics Intent

At Cawston Grange Primary School, we recognise the importance of Mathematics as a core subject that equips pupils with essential life skills and underpins learning across the curriculum. Our Mathematics curriculum is designed to ensure that all pupils develop a deep, secure and

connected understanding of mathematical concepts, enabling them to reason mathematically and solve problems with confidence.

We follow a **Teaching for Mastery** approach, underpinned by the **White Rose Maths** scheme of learning, which provides a coherent, ambitious and carefully sequenced curriculum. This approach ensures that: - All pupils have access to high-quality mathematical learning. - Mathematical concepts are taught in small, connected steps. - Pupils develop fluency, reasoning and problem-solving skills. - Understanding is prioritised over acceleration.

At the heart of our Mathematics curriculum is a commitment to developing resilience, responsibility, confidence and positive mathematical mindsets. Pupils are encouraged to see mistakes as a valuable part of learning and to articulate their thinking using precise mathematical language.

We use the **Concrete–Pictorial–Abstract (CPA)** approach to support conceptual understanding, enabling pupils to make links between representations and apply their knowledge flexibly in a range of contexts.

---

### 3. Implementation

#### 3.1 Early Years Foundation Stage (EYFS)

In Reception, Mathematics is taught through the **White Rose EYFS** framework and the **NCETM Mastering Number** programme. Learning is carefully planned to ensure progression towards the Early Learning Goals while maintaining a strong emphasis on play-based, practical and exploratory learning.

Children experience daily mathematics through: - Whole-class teaching inputs - Adult-led group activities - Child-initiated learning within continuous provision

Practical resources, mathematical talk and real-life contexts are used to develop number sense, spatial awareness and early problem-solving skills, laying strong foundations for future mathematical learning.

#### 3.2 Key Stage 1 and Key Stage 2

In Key Stages 1 and 2, Mathematics is taught daily for approximately **60 minutes**, with additional arithmetic sessions across the week. Teaching follows the **White Rose Maths** scheme in full, enhanced by teacher adaptation to meet the needs of individual cohorts.

Lessons are structured to: - Revisit prior learning and secure fluency - Introduce new concepts in small, manageable steps - Develop reasoning through discussion and explanation - Provide opportunities for varied fluency and problem-solving

Pupils who grasp concepts quickly are challenged through rich, sophisticated problems, while those who need additional support are given time and targeted intervention to secure understanding before moving on.

---

## 4. The Contribution of Mathematics to Other Curriculum Areas

### 4.1 English

Mathematics contributes to English through the development of precise vocabulary, reasoning and structured explanation. Pupils are encouraged to articulate their thinking clearly, justify answers and engage in mathematical discussion.

### 4.2 Science

Mathematics underpins scientific enquiry through measuring, data handling, estimating and interpreting results, supporting pupils in drawing conclusions based on evidence.

### 4.3 Humanities

In History and Geography, pupils apply mathematical skills such as chronology, scale, distance, statistics and data interpretation to deepen understanding of the world around them.

### 4.4 Personal, Social, Health and Economic Education (PSHE)

Mathematics supports financial literacy, problem-solving and resilience, helping pupils make informed decisions and develop confidence in real-life contexts.

### 4.5 Spiritual, Moral, Social and Cultural Development

Mathematics promotes logical thinking, perseverance and respect for different approaches. Collaborative problem-solving encourages cooperation, resilience and appreciation of others' ideas.

### 4.6 British Values

The teaching of Mathematics actively promotes British values by encouraging logical reasoning, fairness, collaboration and respect. Pupils learn to justify viewpoints, listen to others and work both independently and collaboratively, supporting democracy, individual liberty and mutual respect.

---

## 5. Impact

### Assessment, Recording and Reporting

Assessment in Mathematics is used to inform teaching and ensure pupils make sustained progress.

- **Formative assessment:** ongoing teacher judgement through questioning, observation, discussion and marking.
- **Summative assessment:** White Rose end-of-unit assessments and termly assessments recorded on **Cornerstones**.
- **Tracking:** attainment and progress are monitored using **Insight**, the school's data tracking system.

Children's attainment and progress in Mathematics are reported annually to parents through end-of-year reports.

### Intervention and Support

To ensure all pupils achieve well in Mathematics, the school provides targeted support, including: - Times Table Rock Stars - Numbots - Arithmetic practice sessions - Number Stack interventions - Year 5 and Year 6 booster groups

These interventions are carefully monitored to ensure impact and are adjusted according to pupil need.

---

## 6. Monitoring

Monitoring of Mathematics at Cawston Grange Primary School is carried out regularly to ensure high-quality teaching and learning. This includes: - Book trawls - Lesson observations and learning walks - Pupil voice - Analysis of assessment data

The Mathematics Subject Leader works alongside staff and senior leaders to evaluate provision, support professional development and ensure progression and consistency across the school.

---

This framework reflects the school's commitment to providing a high-quality, inclusive and ambitious Mathematics curriculum that enables all pupils to succeed and develop a lifelong appreciation of Mathematics.