Lydiard Millicent Primary School – Maths Curriculum Intent Statement

Believe – Inspire • Engage • Support

At Lydiard Millicent, we believe that every child can achieve in mathematics when they are inspired, engaged and supported to do so. Our maths curriculum has been designed to nurture children's self-belief and confidence by creating learning experiences that are both purposeful and achievable.

We seek to inspire curiosity through carefully sequenced, connected learning journeys. We engage learners through accessible resources, clear modelling and relevant contexts and we support them with structures that reduce cognitive overload and make success possible for all.

Through our long-term planning and use of Ready-to-Progress (RtP) statements, we ensure that children experience a curriculum that values both depth and fluency. Our approach is inclusive, ambitious and grounded in the belief that all pupils can thrive in mathematics.

Learn – Behaviour • Pedagogy • Progress

We are committed to a learning environment that promotes both academic success and positive behaviour for learning. Our maths curriculum is built on pedagogical principles that emphasise small-step progression, clear modelling, frequent practice and high-quality questioning.

By using structured lesson design and consistent pedagogical approaches, including Oak National Academy resources, we create clarity and security for learners. In mixed-age classes, teaching is carefully mapped to ensure that the most important mathematical concepts are encountered regularly, built upon systematically, and understood deeply.

In parallel, a robust assessment system supports staff in identifying gaps and planning responsively, ensuring that all children keep pace and are ready for the next stage in their mathematical journey.

Grow – building on Core principles

We focus on the following core principles in our work with children:

Retrieval
Engaging activities
Clear objectives
Purposeful tasks
High quality modelling
Adaptation
Focused support groups
Precise vocabulary
Assessment

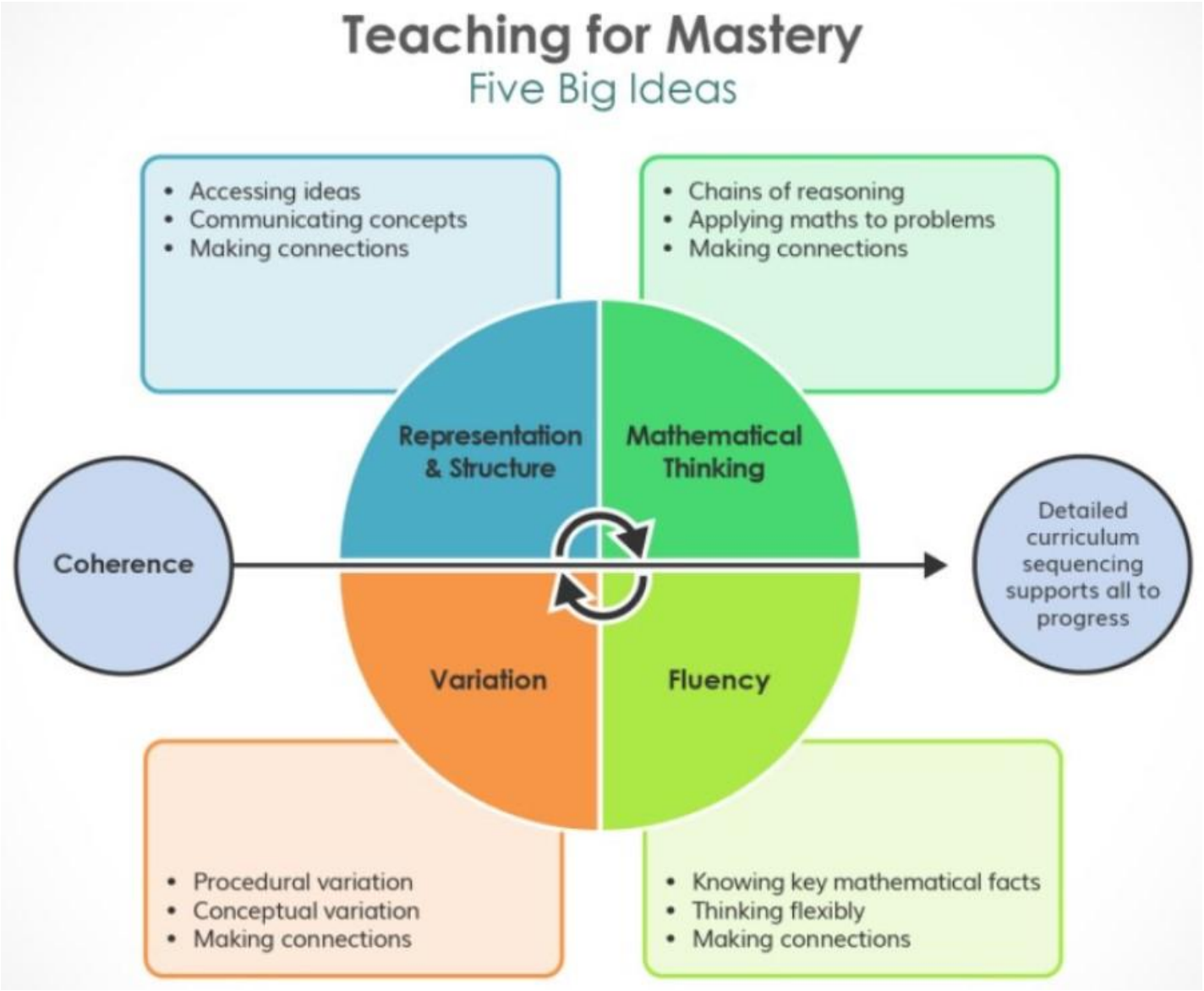
Values based teaching and learning promotes inclusivity

Mathematical growth is not just about mastering content, but also about developing the capacity to think, reason and reflect. We teach children to become aware of their thinking processes, using metacognitive modelling to help them plan, monitor and evaluate their problem-solving strategies.

We promote resilience in mathematics: children are taught that mistakes are part of learning, effort leads to improvement, and challenges are opportunities to grow. This mindset is central to our culture of mathematical resilience—the ability to stay engaged, persevere through struggle, and feel pride in eventual success.

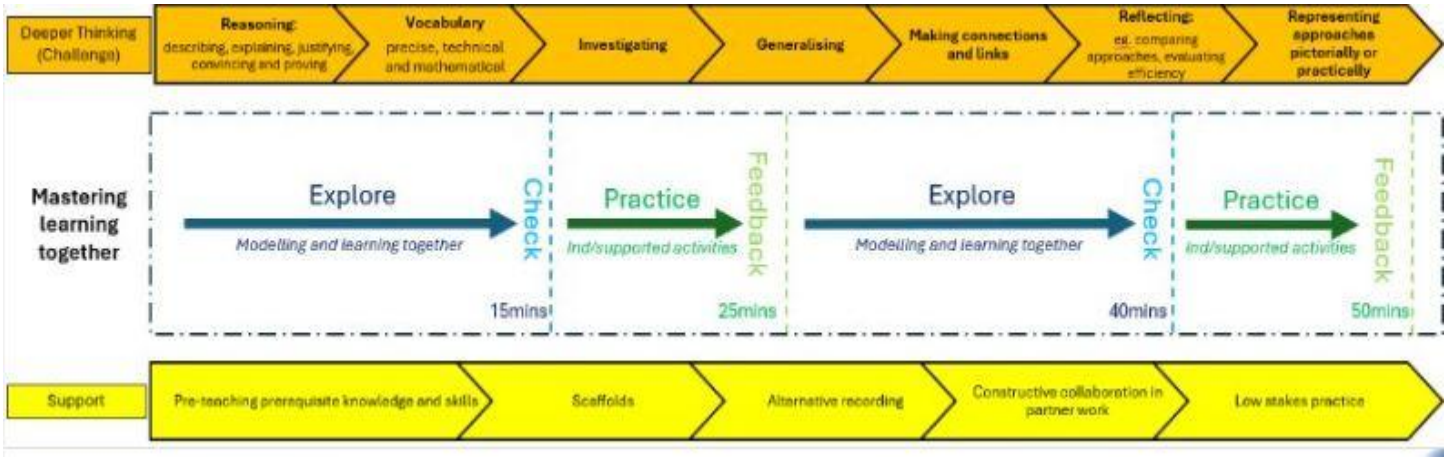
Through rich tasks, cross-curricular 'Burst Projects', and adaptive curriculum design, we support every child to grow as a confident, reflective and capable mathematician—ready for the challenges of the future.

Our learning is rooted in the core principles of teaching for mastery, and our implementation of these provides an inclusive environment where all children can achieve and thrive.



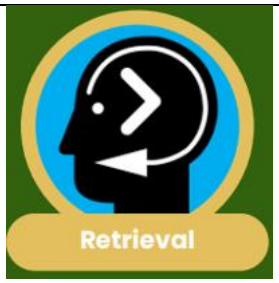
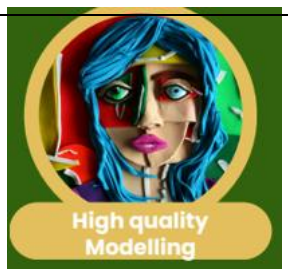
lesson structures support learning principles

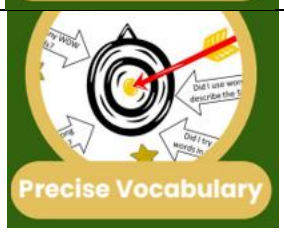
Children are able to effectively retrieve information from long term memory, allowing them to achieve and thrive, because our lesson structure supports opportunities for deeper thinking. All children can access the core metacognitive processes of exploration, investigation, generalizations, connections and links because our lessons follow the following 'episodic' structure. This structure allows children to explore and practice concepts in a sequenced and progressive way.



learning principles

These aspects form the core part of the learning experience in our curriculum, and as such, must also feature in maths lessons. These features promote effective learning and teaching, and foster inclusiveness within the curriculum, allowing all pupils to achieve and thrive.

	**Automaticity improves academic performance** Learning is effectively sequenced so that prior learning is considered Mathematical models are carefully selected to aid retrieval, moving from a concrete/pictorial/abstract principle Early morning tasks and deliberate practice support automaticity of foundational skills, in order to support automaticity.
	**Engaging activities promote learning and retention** Activities are nuanced from the original scheme of work to reflect the needs of the class and/or groups of children so that all can succeed Wherever relevant, learning is taken 'off the page' and demonstrated in a practical way.
	**Clear learning objectives improve outcomes by providing a roadmap through the learning** Learning objectives are designed to be accessible to different age groups, relevant to the learning and inclusive, allowing children of differing abilities to work towards the same goal
	**Purposeful learning supports reflection and retention** Learning activities are related to real world contexts that both are familiar, or prepare learners for future 'real world' applications of mathematics
	**Modelling is interactive, engaging, and demonstrates thought processes.** **Teachers provide effective models of the thought process used to achieve the learning objective.** **This promotes the effective development of learner's knowledge, understanding and skills in mathematics**

	**Adaptations are inclusive – allowing all pupils to achieve and thrive** Adaptation to promote inclusiveness is at the heart of the learning experience Visual representations, tasks, learning objectives, and support in learning activities are adaptive to the needs of the children
	**Focus groups allow children to succeeded** Children are identified by effective assessment and are then supported within the lesson structure to make progress.
	**Precise vocabulary supports understanding and transformations in long term memory** Teachers model the correct use of mathematical vocabulary; stem sentences are used to allow children to explain rules and relationships in mathematical concepts.
	**Effective assessment supports learning** Teachers use effective summative and formative assessment to guide the learning process


Retrieval
Engaging activities
Clear Objectives
Purposeful task
High quality Modelling
Adaptation
FOCUS
Focus Group
Precise Vocabulary
Assessment