

FINAL: Mathematics Curriculum Intent Statement

Woodlands mathematics curriculum is designed to be therapeutic, developmental and inclusive, providing a safe and supportive learning environment where all learners can thrive. We place high value on psychological safety, ensuring that learners feel secure to take risks, learn from mistakes, and grow in confidence. Through consistent routines, structured support and positive relationships, we nurture mathematical curiosity, emotional resilience, and self-belief.

We offer a literacy-rich and cognitively ambitious curriculum, accessible to all learners, that builds deep number sense, secure fluency, and strong problem-solving skills. Mathematics is taught through clear language, meaningful context and scaffolded reasoning, enabling learners to engage fully with mathematical vocabulary, express their thinking, and develop independence.

From Key Stage 2 through to Key Stage 4, our curriculum is carefully sequenced to develop mathematical understanding in algebra, geometry, statistics, and real-life problem solving, progressing from concrete experiences to abstract thinking. This approach allows learners to explore connections, apply concepts flexibly, and think critically at a higher cognitive level.

In line with Preparation for Adulthood (PfA) principles, we prioritise functional maths that equips learners with the knowledge and skills they need for independent living, employment, further education and community participation. Our curriculum empowers learners to see themselves as capable mathematicians, prepared not only for success in formal assessments, but also for the demands of everyday life, to navigate the world with confidence—whether budgeting, interpreting information, solving problems or making informed decisions.

We foster a culture where mistakes are seen as learning opportunities, encouraging a growth mindset and a lifelong appreciation for the beauty and power of mathematics.

FINAL: Mathematics Curriculum Impact Statements

1. **Learners develop a secure and flexible number sense**

Learners confidently apply number knowledge in everyday and abstract contexts. They estimate, calculate and reason fluently, choosing efficient strategies that reflect conceptual understanding.

2. **Learners grow in mathematical confidence and emotional resilience**

Through a psychologically safe environment, learners feel secure in making mistakes, asking questions and trying new strategies. They develop a growth mindset and increased self-belief in their ability to succeed in maths.

3. **Learners demonstrate strong problem-solving and reasoning skills**

Learners approach problems methodically, apply logical reasoning, and select appropriate strategies. They explain their thinking using clear mathematical language, supported by structured scaffolds where needed.

4. **Mathematical vocabulary and communication improve over time**

Through literacy-rich teaching, Learners become more confident in using mathematical language to express ideas, justify reasoning, and engage in dialogue around problem-solving and conceptual understanding.

5. **Mathematical learning is personalised and developmental**

Learners make progress from their individual starting points. Through carefully designed

scaffolding, sensory support and structured intervention, learners build secure foundations and close gaps over time.

6. Learners show secure progression in key strands of mathematics

Learners develop increasing sophistication in **algebra, geometry, statistics**, and functional maths, moving from concrete representation to abstract generalisation. They transfer learning across topics and contexts.

7. Mathematics supports Learners' Preparation for Adulthood (PfA)

Learners can apply mathematics meaningfully to everyday situations—such as budgeting, interpreting timetables, reading data, or measuring accurately—supporting independence, employability, and community access.

8. Learners experience reduced maths anxiety and increased engagement

Learners engage more fully in maths lessons, with lower levels of avoidance or distress. They report feeling safe, supported and more willing to participate actively in their learning.

9. Achievement is inclusive and aspirational

All learners, including those with SEND, SEMH needs or complex barriers, make measurable progress and are given the tools to succeed. High expectations and appropriate challenge allow each learner to reach their potential.

10. Learners are well prepared for the next stage of learning or life

Whether transitioning to further education, vocational training or employment, Learners leave KS4 with the numeracy and problem-solving skills they need to thrive and participate confidently in adult life.