



The Maths curriculum at Brownhills will ensure that students will become better mathematicians, the curriculum builds on their learning at Key Stage 2 to continually strengthen and expand their knowledge in the six strands of secondary mathematics: algebra, number, ratio proportion, statistics, geometry, probability.

Maths at Brownhills is ambitious and challenges students at all levels. Ideas beyond the national curriculum are taught from the first unit in year 7 so supporting students journeys to becoming lifelong mathematicians.

The curriculum is designed with the principles of mastery at its core. The methodologies, manipulatives and metaphors that have been chosen are designed to support students from year 7 to year 11 and beyond, these forward-facing models mean that students are familiar with our approaches across all topics so they can focus on the business at hand – learning the maths.

The very nature of mathematics means you require a stable foundation to be able to acquire new knowledge, our approach to formative assessments means we are continually checking that students understand and building their new knowledge on their existing mental models.

There is a strong focus on the correct use of mathematical language both in verbal and written responses, we expect students to think, write and speak like mathematicians.

The maths curriculum is designed to support students to become independent mathematicians, as such, there is a focus on home learning to support the work that takes place at school. Homework is planned on Sparx Maths to continually develop student understanding; the work that takes place on Sparx maths is a key element of the maths curriculum.

Throughout their Maths careers at Brownhills, students will learn to be:

Ready to open their minds to the mathematical world around and appreciate that Maths is the language of the world around them.

Respectful of other mathematicians within the classroom and support each other to learn from mistakes.

Safe to make mistakes, share ideas and take risks, this is how we become better mathematicians.