

# Mathematics Intent document

## St. Mary's C of E Primary School



‘Learning to live life in all its fullness’

John 10:10

## Mathematics at St. Mary's Church of England Primary School

### Statement of Intent

Here, at St. Mary's, the words from John 10:10, 'learning to live life in all its fullness' is central to our vision and we believe it is how everyone in our school community should seek to live their lives. Our maths curriculum is developed with this at the core, to enable us to create enthusiastic, confident and deep-thinking mathematicians for the future. Through our curriculum, we aim to develop the children's problems solving, resilience and reflective skills.

Our approach to maths is both skills and knowledge based. In order for children to develop into well rounded and passionate mathematicians, we aim to encourage the children's understanding of the world around them and ensure children have the skills to approach everyday problems.

As a school, we believe that fluency is key. Children need to have a secure understanding of basic principles in order to deepen their knowledge of the maths curriculum further. In maths lessons, children are encouraged to delve deeper into their understanding of mathematics and how it relates to the diverse world around them. In key stage one and 2, children are given extra challenges that consolidate their understanding but also push their thinking on, to foster independence and critical thinking.

Children are encouraged to make mistakes in a safe and supportive environment. They are supported to discuss their misconceptions with their peers and staff alike. Use of appropriate vocabulary is modelled throughout lessons by both staff and children, allowing everyone to 'talk like a mathematician.'

### Implementation

The Maths curriculum in EYFS is devised to develop early mathematics skills which are embedded during continuous provision. Practitioners provide creative and engaging opportunities for children to ignite their curiosity and enthusiasm for the subject. Children develop a love of maths through games, songs, rhymes and play using concrete manipulatives. There is a focus on following counting principles; one to one correspondence, stable order and cardinal principle. Our mathematics curriculum provides a strong basis for more complex learning later on.

To help structure and plan our lessons from Reception to year 6, we use White Rose Hub schemes of learning to ensure firm foundations and sequence our learning. Alongside the SOL, we use a range of rich resources to enhance our lessons and deepen understanding, including The Third Space Learning Hub.



Please follow the link below to find specific blocks from each term.

<https://whiteroseeducation.com/>

to supplement our mathematical learning at St. Mary's, children have access to various learning platforms including Mathletics where children can practise a wide range of different types of maths skills, earning bronze, silver and gold certificates as they go and Times Table Rock Stars.



By year 4, children should be able to recall their multiplication facts up to 12 x 12. To help them develop these skills, children can log on to TTRS using their individual username and password.

On Times Table Rockstars, pupils can practise their tables. This enables them to improve their 'Rock' speed and climb the 'Rockstar' ranks! The online games reward children with virtual coins for each correct answer, which they enjoy spending on upgrading their personal avatar.

### Impact

Throughout each lesson formative assessment takes place and feedback is given to the children verbally and through marking and next step tasks to ensure they are meeting the specific learning objective. Teachers then use this assessment to influence their planning and ensure they are providing a mathematics curriculum that will allow each child to progress. The teaching of maths is also monitored on a termly basis through book scrutinies, learning walks and lesson observations. Each term children (year 1 from the spring term) complete a summative assessment to help them to develop their testing approach and demonstrate their understanding of the topics covered. The results from both the formative and summative assessment are then used to determine children's progress and attainment.

The expectation is that most pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier materials will consolidate their understanding, including through additional practice, before moving on.