

Intent

At St. Mary's CE Primary School, we strive to instil a life-long love of learning in a Christian community, giving everyone the strength to 'rise on wings like eagles'. 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 problem 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. From Early Years to Year 6, children are given extra challenges (both written and verbally) 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 year 1 to year 6, we use White Rose Hub schemes of learning (small steps) to ensure firm foundations and sequence our learning. In reception, we follow the Maths Mastery curriculum to develop number, interleaving White Rose units to cover the other aspects of Maths such as shape and measure. 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/>



In addition to the main daily Mathematics lesson that is taught in the mornings, daily short fluency sessions are timetabled for the afternoon. The purpose of these is to consolidate and practice skills and knowledge previously taught and to develop automaticity and to ensure key facts are transferred into the long term memory. During these sessions, practice will include: multiplication tables, doubling and halving, rapid recall of number bonds.

To supplement our mathematical learning at St. Mary's, children have access to various learning platforms including Times Table Rock Stars.



By year 4, children should be able to recall their multiplication facts up to 12×12 . 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 tier 'Rock' speed and climb the 'Rockstar' ranks! The online games rewards children with virtual coins for each correct answer, which they enjoy spending on upgrading their personal avatar. Children also have access to programmes in Purple Mash designed specifically for practising recall of times tables.

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.

Impact

The impact of the Maths curriculum will in turn lead to good progress over time across the school which will be relative to a child's individual starting point and their progression of skills. The majority of children will therefore be expected to leave St Mary's reaching at least age-related expectations for Maths. Our Mathematics curriculum will also lead pupils to have develop confidence, proficiency and enjoyment of Maths. This will be evidenced in a range of ways, including learning walks, pupil voice, children's workbooks and through end of block and term assessments. We will ensure that data is closely monitored each term. 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. Subject leaders have regular conversations with teachers to ensure all children are being supported to meet their individual needs. Achievements are celebrated in classrooms as well as in celebration assemblies.