



'I like counting and playing with numbers.' Reception

Maths

'In Maths, you're either right or wrong'. Katherine Johnson

Intent

At St Joseph's we intend to deepen children's understanding of maths by utilising the CPA (Concrete-Pictorial-Abstract) approach, using manipulatives and by fostering an attitude of fun and enjoyment in their learning in this subject. We intend to challenge the children within their lessons so that they each achieve to their full potential, which will enable them to go out into the wider world and use the maths that they have learned about in real life situations. We intend to teach the children to:

- Become fluent in the fundamentals of mathematics.
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly.
- To reason and problem solve by applying mathematics to a variety of increasingly complex problems.
- To build upon children's knowledge and understanding from year 1 to year 6.
- To develop resilience that enables all children to reason and problem solve with increased confidence.

Implementation

Teachers are encouraged to create and promote a positive attitude to mathematics learning within their classrooms and to reinforce the expectation that all children are capable of achieving high standards in mathematics.

From Reception to Year 6, children follow the scheme of 'White Rose' which supports children in learning the fundamentals behind the meanings of numbers and exploring other key mathematical areas. Children are not being stretched outside their year group but rather deepened within it and modelling will support children in developing their ability to reason and explain their answers using them.

Termly assessments are used as a diagnostic tool to ensure that teachers are adapting learning to meet the needs of all children and ensure that any necessary interventions are targeted specifically to meet the needs of children. Times tables play an important part in our maths learning, with children developing their fluency in rapid recall of tables up to 12 x 12 by the end of year 4. While the rapid recall of times tables are being developed, children are also learning how to apply and manipulate their understanding of this to reason and solve problems.

Impact

By the end of Year 6 children will have developed a bank of efficient and accurate skills that can be used to calculate effectively. Children will be able to apply their calculation skills and understanding of other areas to become confident and resilient problem-solvers with the ability to reason and articulate their ideas mathematically. Due to the embedding of fact sentences, children will have the language to be able to justify, reason and explain their answers.

