



*'Discovering life in all its fullness.'*

● *Hesed* ● *Hamdah* ● *Honesty* ● *Horizons* ●

## Maths - Number, Shape, Space and Measure

### Overview

At Lindridge St Lawrence CE VA Primary School, we believe maths is a creative and highly inter-connected discipline which is essential to daily life; critical to science, technology and engineering; necessary for financial literacy and also for most forms of employment. Receipt of a high-quality maths education, will allow them to better make sense of the world by relating the patterns of maths to their everyday life. We encourage resilience and acceptance that struggle is often a necessary step in learning.

### Intent

At Lindridge St Lawrence CE VA Primary School, we intend to provide a vocabulary rich maths curriculum to enable our pupils to:

- Make strong connections across mathematical ideas and apply their knowledge and understanding to other subjects.
- Become fluent in the fundamentals of mathematics so they have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately.
- Enhance their mathematical reasoning by following a line of enquiry, conjecture, relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Be able to solve problems by applying their maths to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems it a series of simpler steps and persevering in seeking solutions.

### Implementation

The implementation of our intention is through high quality teaching delivering appropriately challenging work for all individuals. To support this, we use a mastery concrete - pictorial - abstract (CPA) approach, following the WRM's schemes and sequences of learning. Maths is taught in all year groups for one hour, on a daily basis. Mental arithmetic and key skills are practised on a daily basis and at least once a week, 'Froggy Maths' is undertaken to challenge pupils with number bonds, times tables and the associated division facts.

Through our teaching, we continuously monitor pupils' progress against expected attainment for their age, making formative assessments. As well, PUMA is used as a termly summative assessment, which supports teacher assessments.

### Impact

The impact of the aforementioned implementation, is progress and attainment moving towards consistently being at or above National Standards across all key stages; embedded secure and effective sequences of learning; and pupils talking enthusiastically about their maths lessons and speak about how they love learning about maths. Pupils use acquired vocabulary in maths lessons and are able to articulate the context in which maths is being taught and relate this to real life purposes. They have the skills and confidence to use methods independently and show resilience when tackling problems.

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