

Intent:

What do we want children to learn?

At South Marston, we understand that all the skills of mathematics are essential to participating fully as a member of society. Our aim is to promote high standards of mathematics by equipping pupils with an understanding of the importance of maths in everyday life to develop understanding of the world around them. We will help children grow to see maths as a powerful universal language, used to explain, predict and represent events and tackle problems in everyday life. Through their growing knowledge and understanding, maths will prepare children for the challenges of everyday life, whilst maintaining a fascination of its own.

The National Curriculum shapes our Maths curriculum, our school curriculum, our school values and the ethos at South Marston. Our Maths curriculum aims to ensure that all children:

- become **fluent** in the fundamentals of mathematics, including through **varied** and **frequent** practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to **recall** and **apply** knowledge rapidly and accurately.
- **reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using **mathematical language**
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and **persevering** in seeking **solutions**.

Our Maths Blueprint



Implementation:

How do we do it at South Marston CofE Primary School?

Maths at South Marston is taught discretely but due to the interconnected nature of the subject, we also aim to teach Maths in a cross curricular manner to teach pupils the practical application of mathematic skills.

Maths at South Marston is progressive and links to previous learning are made explicit to the children to develop understanding. A mastery approach is taken as a means to develop a solid understanding of mathematical concepts which can then be applied in a variety of contexts through reasoning and problem-solving challenges.

The use of White Rose 'small steps' allow each teaching sequence to be broken down into small and achievable steps. Medium-term plans are in line with these small steps but the order is altered as needed to suit and benefit the needs of our children so that connections between units of learning and across mixed-aged classes are easier to recognise.

Where children require additional support, 'scaffolds' such as concrete resources or pictorial representation are used to support children further to secure the small step before moving on. For children who have displayed a secure understanding, challenges are used to deepen the learning further. Differentiation is made clear on planning with the use of 3-star targets and varying levels of adult support to allow all children to excel.

Impact:

On leaving South Marston CofE Primary School children will:

Children will have a **positive attitude** towards Maths. They will leave us prepared for the next stage of their lives with the ability to use maths in everyday life to contribute to **community** and provide **hope** for future prospects. Children will feel confident to 'have a go' and know that it is reasonable to make mistakes as this can strengthen their **resilience**. Children will be able to recall facts quickly, recognise relationships and make connections and be able to apply skills such as **perseverance** to support them to solve problems in real-life contexts to allow them to **flourish**.

What Maths looks like at South Marston CofE Primary School?

Our Maths planning is based on National Curriculum Statements and we use White Rose to support us with manageable, small steps for daily teaching. Teachers use the White Rose scheme to support their planning, adapting it to suit the needs of their class. Lessons begin with a focus on **varied fluency** to secure knowledge before moving to reasoning and problem solving to **apply** knowledge and deepen understanding. In KS1, children focus on securing their knowledge of number bonds before progressing to the 2, 5 and 10 times tables. In lower KS2, children secure knowledge of the remaining times tables in preparation for the Year 4 Multiplication Tables Check as outlined in the Times Table policy.