

## Our Maths Curriculum

### Our vision

At St John's, we believe securing mathematical fluency is an essential life skill for all learners which can then be applied to be able to reason and solve problems mathematically.

### Curriculum intent

At St John's Primary School we want our children to be aware of the importance of Mathematics in everyday life. As well as teaching the National Curriculum objectives for each year group, we embed maths within Use and Apply sessions linked to other curriculum areas.

We want our children to enjoy learning maths, which comes through a belief in their own ability to achieve successfully within the challenges they undertake. In maths, we believe this is achieved when children are confidently fluent in their understanding of number and in their calculation skills. With this confidence, they can apply what they know to reason and explain their thinking and to solve problems, developing mastery and accessing higher levels of understanding. In Maths, we want them to develop their resilience, perseverance and independence.

### Implementation

At St John's Primary School, teachers plan maths lessons following the National Curriculum using a variety of resources including White Rose Maths and NCTEM to support our medium term planning.

Maths is taught daily as a discrete lesson. Their use and secure understanding of maths knowledge and skills are also threaded through other areas of the curriculum in order to provide relevant opportunities to use and apply.

As well as a daily maths lessons in their own year group (mixed ability), all pupils carry out an additional 'Daily Skills' maths session. This ensures basic skills in maths are constantly practiced and revised so that learning is embedded and built upon progressively. Children are challenged to show their mastery of maths concepts through problem solving and reasoning tasks.

We use a range of resources and manipulatives including Dienes, Numicon, number rods and the bar modelling technique to encourage understanding of concrete and pictorial concepts which further support the abstract understanding.

Our Calculation Policy is used consistently across the school and provides sequential building of knowledge and skills in using and applying the four operations. The term 'maths story' is used in KS1 to describe a calculation and in Year 3, they begin to make the progression from 'maths story' to the use of the term 'calculation'. By the end of Year 3, the term 'calculation' is embedded and continues to be used throughout KS2.

Intervention is provided by the class teacher or support staff to address any misconceptions or gaps in understanding to enable children to confidently progress towards their next steps in their learning.