



## Maths Curriculum Statement

### Why is Maths important?

At St George's Central CE Primary School and Nursery, maths plays a crucial role in helping children to develop their understanding of the world. We want children to see maths as being relevant and applicable to everyday life as well as being something that they will need as they move on through their school life and ultimately to the world of employment. It is therefore important that children at our school feel confident and enthusiastic about maths. We encourage them to become lifelong learners who can appreciate the beauty and power of maths and develop a sense of enjoyment and curiosity for the subject.

### What is Maths like at St. George's Central CE Primary School and Nursery?

We use a mastery approach to the teaching and learning of maths, which is underpinned by the NCETM's 5 Big Ideas:

**Representation and Structure** (ensures concepts are explored using concrete, pictorial and abstract representations and children actively look for patterns).

**Mathematical Thinking** (allows children to make chains of reasoning connected with the other areas of their maths).

**Coherence** (achieved through the planning of small connected steps to link every question and lesson within a topic).

**Fluency** (there remains an emphasis on Fluency with a relentless focus on number and times table facts).

**Variation** (teachers use both procedural and conceptual variation within their lessons to ensure deeper understanding of concepts).

The school uses a variety of learning and teaching styles in maths and employs strategies that cater for different types of learners which involve:

- adaptive teaching, questioning and levels of support so that the children are all working towards the same learning objective appropriate to their age group or ability.
- direct teaching of methods and vocabulary through modelled examples which ensures children are fully confident to tackle independent tasks.
- embedding mathematical understanding through concrete, pictorial and abstract images and representations.
- encouraging children to explain their reasoning and thinking both verbally and in writing.
- exposing all children to challenge through tasks and questioning.
- ensuring opportunities to use and apply knowledge and skills is integrated into planning and teaching.
- developing deeper knowledge and essential features of mathematical concepts through making comparisons and exploring questions such as *"What do you notice?"* and *"What's the same, what's different?"*.
- spotting patterns and relationships which support a process of enquiry and experimentation.
- establishing the foundations of mental calculation and recall of number facts through daily starters which consolidate mental recall and informal/written calculations.
- ensuring time is given in other subjects for children to develop and apply their mathematical skills.
- setting home learning for all children in accordance with the Home Learning Policy.

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

### Ways to explore Spirituality in Maths

At St. George's Central CE Primary School and Nursery we believe that our curriculum should provide opportunities for children to develop a love of learning, so that they go on to make a positive difference to themselves, their community and the wider world. We have developed a definition of what we believe Spirituality is:

**'Spirituality is...an understanding of how beliefs, values and experiences shape the identity of individuals, their spiritual disciplines and connections with life.'**

Our maths curriculum provides opportunities for spiritual development by:

- nurturing a sense of rhythm, balance, curiosity and awe and wonder through exploration of patterns, symmetry and the endless possibilities for counting.
- encouraging a sense of order and meaning, for example through number lines showing direction and journeys, sequences with a beginning, middle and an end and time in terms of cycles, change and growth. This gives the sense that life has structure and meaning and provides a platform for children to explore this further.
- engendering a sense of connection and belonging and appreciation of difference through sharing equally, grouping and sorting, comparing and use of part/whole models.
- encouraging a sense of presence and mindfulness through opportunities for careful counting, calculation and following of procedures and processes, sometimes repeatedly.
- providing the chance for children to show trust and perseverance through trial and error, experimentation and estimation which builds inner resilience, patience and trust in a process.
- encouraging children to ask why and consider how something can be answered or proven in different ways.

### Opportunities to celebrate Maths at St George's Central CE Primary School and Nursery

Visitors in school, whole school maths challenges, Times Tables Rock Stars Challenges, Times Table Rockstars Certificates, maths clubs, high quality maths working walls in classrooms, workshops for parents/carers, inter-school competitions, 'X' posts, assemblies, open afternoons and maths mornings, ATSA 'Active Minds' times table event.

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*