



Roecliffe CE Primary School



Maths Rationale

**Intent
and
Implementation**



Maths Intent



'A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.' **National Curriculum 2014**

At Roecliffe C of E Primary School, our intent is:

- We provide full coverage of the national curriculum and we take our purpose and aims from the National Curriculum 2014:
 - become fluent in the fundamentals of mathematics
 - reason mathematically by following a line of enquiry
 - can solve problems by applying their mathematical knowledge to a variety of problems
- To provide every child with high quality mathematics education through a mastery approach.
- To develop curiosity and enjoyment about the subject.
- For our children to find mathematics challenging, yet rewarding.
- To provide children with opportunities to explore their mathematical understanding through a variety of concrete, pictorial and abstract challenges which deepen their conceptual understanding.
- To provide children with deep, long-term, transferable knowledge and skills. This is explored through a range of fluency, problem solving and reasoning activities in a range of contexts.

Maths Implementation

EYFS:

- In the Early Years Foundation Stage at Roeclyffe CE Primary School children are given creative opportunities to develop their mathematical knowledge and spark curiosity and interest for the subject.
- Mathematics is taught discretely, daily, through the White Rose scheme of work, incorporating NCETM Numberblocks approach where possible.
- Mathematics is also evident through the continuous provision. There is a discrete mathematics area, which children can engage with and move concrete manipulatives to other areas as they wish, and they are encouraged to do so to extend learning.
- There are mathematical opportunities in every area of the provision which are both adult and child led. One example of this is in the café where there were menus with prices, opening and closing times, money, different size cups for children to embed mathematical vocabulary and 4 cups, plates and forks to aid children's 1:1 correspondence.





Maths Implementation



KS1 and KS2

- We are working alongside the Yorkshire Ridings Maths Hub to develop our Mastery approach.
- Mathematics is taught daily and cross curricular links are made wherever possible to consolidate learning and transfer skills.
- In Key Stage 1 and 2 we are transitioning towards using the NCETM Covid Prioritisation materials, alongside the White Rose Scheme of learning, by September 2022, to plan and deliver lessons.
- We are transitioning to using the Clare Christie approach to learning times tables and from September 2022 every child from year 3 to year 6 will access this for 10 minutes, daily, at the start of each Maths lesson.
- Children are given the opportunity to practise and develop their skills through concrete, pictorial and abstract challenges.
- Threaded through lessons are opportunities for children to be exposed to fluency, reasoning and problem solving.
- We differentiate through support and resources used rather than providing children with different questions during lessons. We believe the use of low threshold, high ceiling tasks creates a culture of success for everyone.
- We emphasise maths being a real-world skill by making links in units in the curriculum and by providing children with real world experiences, for example communicating with parents and asking the children to find real world maths around their homes (as seen in the photos below), and Yorkshire Building Society activity day in July 2022.



dividing baking into thirds



playing music



using money to pay (and calculating change)



telling the time



calculating how long a ham must be cooked, depending on its weight