



## Maths Sequence and Progression at St Luke's C.E. Primary School

### Intent:

At St Luke's C. E. Primary School, we believe mathematics is an important part of children's development throughout school, right from an early age. We want all pupils to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding. We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps. At our school, the children will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways so that all pupils know more, remember more and understand more.

We aim for all pupils to:

- become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.
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### Implementation:

Our whole curriculum is shaped by our school vision of 'Learning Without Limits' which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.

- In school, we follow the National Curriculum and use White Rose Schemes of Work as a guide to support teachers with their planning and assessment.
- Our calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition,



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embedding as the topic progresses.

- Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts. The mastery approach incorporates using objects, pictures, words and numbers (Concrete-Pictorial-Abstract) to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels.
- Children work on the objective at whatever entrance stage they are assessed as being at. Children can ACQUIRE the skill, APPLY the skill or DEEPEN the skill within the lesson.
- Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a GREATER DEPTH activity. This should be challenging and ensure that children are using more than just one skill to be able to answer the mathematical problems.
- Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking.
- Resources are readily available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group.
- Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles.
- A love of maths is encouraged throughout school via links with other subjects, applying an ever-growing range of skills with growing independence.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.
- We use 'Fluent in Five' activities daily to ensure rigorous practise of arithmetic skills; 'Rapid Reasoning' activities to ensure the children are continuously accessing a breadth of thinking opportunities and in our marking, we ask the children to 'Fix thisk' and give them a task to work on at the start of the next lesson to either progress the learning or consolidate the work covered that day.



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### Impact:

- Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of the work
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See White Rose Mathematics Progression Document