



Maths

Subject Intent

At St Luke's we use Maths No Problem resources as we are committed to ensuring that every child develops an understanding and love of maths. With the right kind of teaching and support we can ensure this happens.

Our Maths curriculum uses a problem solving approach. During each lesson we prioritise the mastery of conceptual Maths understanding through the use of real life/everyday problems as children explore and investigate. Communication is key as they work alongside peers to reason, explain and justify their thinking using mathematical vocabulary.

Teachers carefully plan open ended, challenging questions which enable our children to make connections, identify patterns and draw conclusions about Mathematical concepts and problem solving. Misconceptions are addressed as they arise and teachers actively engage children in proving their ideas.

During each lesson all children use apparatus as visual aids, as they make progress in the lesson they move towards using pictorial and abstract representations for Mathematical concepts. We focus on making progress from description to evaluation.

We are confident that this Mastery based approach enthuses children about Maths and ensures they can master Mathematical skills and concepts which enable them to continue learning as they progress through school.

National Curriculum Aims

The national curriculum for mathematics aims to ensure that all pupils:

- 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.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.