St Nicholas' Primary and Nursery School

Live, Love, Learn & Be Happy

Maths at St. Nicholas' Primary and Nursery School

Intent

At St Nicholas Primary School, we follow a Maths Mastery approach to ensure that children have the opportunity to excel in maths and we have high expectations for all. We believe that unlocking mathematical fluency is an essential life skill for all learners and is a prerequisite to be able to solve problems and reason. As a school our design is through mastering maths children will be prepared for real life situations. We approach maths mastery by looking at the 5 different areas; Mathematical thinking, coherence, fluency, variation and representation and structure. Consequently, we follow the White Rose scheme in order to support the children's learning. From EYFS to Year 6 teachers use White Rose to be able to ensure progression.

Coherence

Through the White Rose planning and support from the NCETM prioritisation curriculum teachers are able to break lessons up into small steps to ensure that the vast majority of pupils have deep understanding before moving on. Our intent in using small steps is for every child to be able to make progress and for them to have confidence in their learning.

Fluency

We intend for all children to be fluent in the fundamentals of mathematics. We have set fluency goals for each phase group: EYFS counting to 20 and number bonds to 5, KS1 2, 5 and 10 times table and number bonds to 10 and 100, Lower KS2 all times tables and upper KS2 all number operations. We achieve this by having daily maths meetings (focusing on key skills) and by all the children having access to Times table rockstars.

Variation

We intend for children to be able apply their fluency in a range of different ways, through making connections. We ensure children have the opportunity to deepen their understanding by presenting them with problems which are varied, be it conceptually or procedurally.

Representation and Structure

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations. We therefore place a great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principles when presented with abstract calculations and questions.

Mathematical thinking

We intend for all pupils to reason mathematically by following a line of enquiry, conjecturing relations and generalisations, and developing an argument, justification or proof using mathematical language.