



THURLSTONE PRIMARY SCHOOL

MATHEMATICS INTENT STATEMENT

INTENT:

EYFS Development matters (2021) aims to ensure that all children:

- Develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically
- Can count confidently and develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers
- Develop spatial reasoning skills across all areas of mathematics including shape, space and measures

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of mathematics
- Are able to reason mathematically
- Can solve problems by applying their mathematics

At Thurlstone Primary School, these skills are embedded within maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently. We want all children to enjoy mathematics and to experience success in the subject: achieving fluency, being able to reason mathematically and solve problems by applying their mathematical understanding. We are committed to developing children's curiosity about maths and endeavour to ensure that children develop an enthusiastic attitude towards the subject.

IMPLEMENTATION:

The content and principles underpinning EYFS Development Matters and the 2014 Mathematics curriculum reflect how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in mathematics
- The large majority of children progress through the curriculum content at their age related level

Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. Practice and consolidation are key aspects of the curriculum and designed variation within this builds fluency and

understanding of underlying mathematical concepts. Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

To ensure whole school consistency and progression, the school uses the White Rose Maths scheme. In EYFS, this is enhanced by children being given frequent and varied opportunities to build and apply understanding in an enabling environment. In Key Stage 1, teachers use Primary Stars Maths resources which are fully aligned with the White Rose Maths long and medium term plans. Mathematical topics throughout the school are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson provides the means for some to achieve greater depth, with children being offered rich and sophisticated problems, as well as exploratory, investigative tasks within the lesson as appropriate.

IMPACT:

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Maths lessons are designed to encourage independent thinking and especially learning from mistakes. Children are celebrated for persevering and showing resilience when faced with challenge. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. This ensures that we are able to maintain high standards, with attainment well above that of the Barnsley and national standard.