



Curriculum Intent Statement - Mathematics

At Caton St Paul's C of E Primary School, we aim to provide a broad and balanced Mathematics curriculum with high-quality teaching at the core. With recognition of the importance of Mathematics to everyday life, other subjects, financial literacy and future employment, teaching and learning in lessons will be enriching and purposeful. Mathematics at Caton St Paul's will equip children with the ability to reason mathematically, an appreciation of mathematics, and a sense of enjoyment and curiosity about the subject.

The National Curriculum

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.

In line with the National Curriculum, we effectively use and implement Lancashire planning materials, as well as White Rose Hub materials to provide a broad and balanced Mathematics curriculum for our children. Units are taught which enable pupils to make rich connections across mathematical ideas to develop fluency, reasoning and systematic problem solving. Units are revisited throughout the year, ensuring children are given the chance to consolidate their knowledge and understanding. Children are then able to apply these skills across a range of subjects and circumstances.

Decisions about when to progress to new concepts will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Children who grasp concepts quickly will tackle broader and deeper problems to

‘One family, belonging, believing and learning together’

*‘So in Christ we, though many, form one body, and each member belongs to all the others’
Romans 12:5*



enrich their understanding. Those children who are not sufficiently fluent with earlier material will focus on consolidating their understanding, including through additional practice, before moving on. Teachers skilfully plan for the needs of their class, ensuring progress for children no matter what their age, ability or need.

Spoken Language

The National Curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

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