

Mathematics Curriculum

Intent, Implementation and Impact



At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality, we aim to ensure that every child believes in themselves and are empowered to aim high.

Intent	Implementation	Impact
At St Thomas More our intent is to develop our pupil's ability to reason mathematically, problem solve and develop procedural fluency and conceptual understanding in each strand of the curriculum. To achieve our intent, we provide a rich, balanced and progressive curriculum which caters for the needs of all pupils through varied and high quality activities. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. At the core of our curriculum is the concrete, pictorial and abstract approach to maths. They are taught and encouraged to explain their choice of methods and develop their	Our maths teaching across the school places emphasis upon a mastery approach. This approach seeks to build flexible learners with a depth of understanding that allows them to access a range of problems that are presented in a variety of formats. The principles and features that characterise our approach are: • An expectation that all children are capable of achieving high standards in maths. • That the large majority of children progress through the curriculum content at the same pace. • Differentiation is achieved by emphasising deep knowledge, challenge activities and through individual support and intervention. • Teaching is supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. • Practice and consolidation play a central role. Carefully 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. • Sessions to boost core maths knowledge and skills in addition to main maths lessons enable continuous provision and consolidation to close the gaps in attainment. The Five Big Ideas of Mastery • Coherence: Lessons are broken down into small, connected steps, ensuring key concepts are deeply understood before moving on. • Representation and Structure: Mathematical concepts are exposed using concrete, pictorial, and abstract representations (e.g., CPA approach) to highlight structure. When introducing new concepts children are given the opportunity to use concrete objects to model problems. This then moves on to children being able to represent these objects pictorially which encourages them to make a mental connection between the physical object and abstract levels of understanding. Finally, children are then able to understand and represent mathematical concepts in an abstract way where symbols are then used to model problems. These three stages however are not linear. Teachers will often go back and forth between each representation or model them alongside each other to reinforce concepts.	Maths lessons are engaging and becoming better resourced with the pupils acknowledging that the journey to finding an answer is most important factor. Our children are resilient and they make measurable progress against the National Curriculum objectives. Children are keen to attempt a range of problems and are becoming more independent in choosing the equipment they need to help them to learn, along with the strategies they think are best suited to each scenario. Children are developing skills in being articulate and are able to reason verbally, pictorially and in written form. Well-planned sequences of learning support pupils to develop and refine their maths skills. End of year and key stage attainment is well above the national with progress also above national average.

mathematical reasoning skills.	• Mathematical Thinking: Focuses on reasoning, arguing, and communicating mathematical concepts, rather than just reciting procedures. • Fluency: Develops rapid and accurate recall of facts, combined with the flexibility to apply them to different contexts. • Variation: Uses varied examples to draw attention to essential features of a concept, ensuring conceptual understanding rather than mere procedural imitation. In Early years foundation stage, we relate the mathematical aspects of the children’s work to the Development Matters statements and the Early Learning Goals, as set out in the EYFS profile document. Mathematics development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and describing shapes, space, and measures. Children will develop their understanding through planned, purposeful play and through a mix of adult-led and child-initiated activity. Mastering Number at Reception and KS1 is a whole-class programme consisting of four short sessions each week, aimed at developing children's fluency and flexibility with number. In Reception this is the main maths lesson alongside an additional lesson covering shape, space and measure. In KS1 Mastering Number is the daily maths skills session designed to build "good number sense" in pupils. It focuses on developing fluency, flexibility, and automaticity in addition and subtraction, using tools like rekenreks to help children understand number composition, subitising, and relationships.	
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