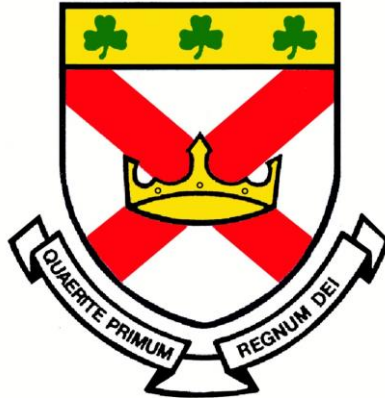


# St Patrick's RC Primary School

## Mathematics Vision



### Maths - The School's Vision

The intent for mathematicians at St Patrick's will be to...

- 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
- **solve problems** by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Our overall aim is to present maths as a challenging, exciting and creative subject.

The subject is taught in a structured way, so that previous learning is built upon and enhanced. Initially we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Emphasis is then placed on learning the four rules (addition, subtraction, multiplication and division).

Children will be expected to use and apply their Mathematical knowledge in problem solving tasks and work through real life mathematical problems each day; developing their skills of resilience and perseverance.

We give all children the opportunity to develop their understanding of numbers, measurements, patterns, shapes and space through various activities that allow them to enjoy, explore, practise and talk confidently about mathematics (using precise technical vocabulary).

Children's progress is monitored regularly and discussed with parents so that any difficulties are recognised and appropriate action taken. Pupil progress meetings are held each term with each class teacher and an SLT member to discuss individuals or groups of children to ensure that each child is provided with the required provision to ensure progress. This may involve intervention lessons.

