



### Curriculum statement for Mathematics

At St Paulinus, our Curriculum intent is driven by our Mission Statement, “To Love one another as I have loved you.”

We believe that our shared vision and aims for our curriculum can be summarised using an acronym for **love**, which is at the heart of what we do:

**L**earn

**O**pportunities

**V**alue

**E**xperiences

These ‘Love Values’ are central to our commitment to ensuring that all pupils receive the best possible education and can be visible across all curriculum areas, including Mathematics.

At St Paulinus School, we are committed to providing our children with a creative and highly interconnected mathematics curriculum that has a clear intention and impacts positively on their needs.

### **National Curriculum Intent**

The national curriculum for mathematics aims to ensure that all pupils:

1. 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.
2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
3. Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Our curriculum ensures children develop and apply mastery skills. We follow the White Rose maths scheme which uses the concrete-pictorial-abstract approach. This ‘small steps’ approach provides a deepening understanding used to extend fluency, reasoning and problem solving. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. All pupils are encouraged by the belief that by working hard at maths they can



succeed. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.

I N T E N T	<p>When teaching mathematics at St Paulinus, we intend to provide a curriculum that gives a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. We aim to prepare them for a successful working life, equipped with the necessary skills and knowledge. We will incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem solving.</p> <p>Pupils who grasp concepts rapidly should be challenged through being offered rich mastery and sophisticated problems. Those who are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on.</p>			
U n d e r p i n n e d b y	<b>High expectations and mastery</b>	<b>Lesson design and modelling</b>	<b>A vocabulary rich environment</b>	<b>Pattern and connection identification</b>
	<p>All pupils are expected to succeed and make progress from their starting points.</p>	<p>Lesson design identifies the new mathematics that is to be taught, the key points, the difficult points, and a carefully sequenced journey through the learning. Teachers teach the skills needed to succeed in mathematics providing examples of good practice and having high expectations.</p>	<p>We intend to create a vocabulary rich environment. Pre-teaching key vocabulary is a driver for pupil understanding and develops the confidence of pupils to explain mathematically. A consistent use of language and stem sentences is very important.</p>	<p>All children will have opportunities to identify patterns or connections in their maths; they can use this to predict and reason and to also develop their own patterns or links in maths and other subjects.</p>
	<b>The use of manipulatives</b>	<b>The teaching of fluency</b>	<b>The teaching of reasoning</b>	<b>The teaching of problem solving</b>
	<p>All pupils have access to manipulatives from the EYFS- Y6. The use of manipulatives helps our children hone their mathematical thinking and move their learning from concrete experiences to abstract reasoning.</p>	<p>We intend for all pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems. This will enable our pupils to develop conceptual understanding and</p>	<p>We intend for all pupils to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing and argument, justification or proof using mathematical language.</p>	<p>We intend for all pupils to 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</p>



		the ability to recall and apply knowledge rapidly and accurately.		persevering in seeking solutions.
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