Here at Stathern Primary School, it is our intention when delivering the Maths curriculum to do so in an inspiring, engaging and creative manner, with an emphasis on understanding how maths is used in everyday life equipping them in the skills they will need in and beyond the classroom. Throughout all areas of maths we ensure the three aims set out in the National Curriculum below are embedded in everything we do,

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

At Stathern we don’t just want our children to be capable mathematicians, but to master mathematics. This means that they will be able to show their understanding in a variety of ways, explain their thinking using appropriate mathematical vocabulary and apply their thinking to various problems, all of which are demanded from them in their daily mathematics lessons. Confidence and enjoyment of maths comes from a security of conceptual of understanding. With mastery of maths, children also develop flexibility of thinking, logical reasoning, creativity within their approaches and resilience, skills which play a vital role in many aspects of life. Children are helped to make these connections by involving mathematics throughout our topic teaching, involvement of visitors and work within our school’s STEM project.

Teaching is underpinned by methodical curriculum design where careful placing of skills allow steps of understanding to build throughout the year. Mathematics is then applied within the context of our curriculum, making meaningful connections where they use their knowledge in other subjects, but without compromising upon this rigour. Mixed age teaching can present a challenge. In our curriculum mapping, areas of maths have been carefully matched to allow a coherent journey of learning for each of the year group, exploring concepts, securing knowledge and deepening understanding within the statutory curriculum requirements appropriate for their year group i.e. without focusing unnecessarily on learning from adjacent year groups.

In daily teaching, new concepts are carefully developed moving from practical, to pictorial to using an abstract and efficient method. Children are encouraged to be flexible in their approaches and to articulate decisions made, fostering a sense of creativity and ownership within their maths. Daily opportunities to express their reasoning or to apply this to a problem are made, either individually or as part of a group. During this time logical reasoning and problem solving skills are focused on. Precise questioning in class and ongoing assessment of skills daily plays an integral part in ensuring solid understanding is carefully acquired and is built upon at each stage. A fast paced mental maths starter begins each of sessions allowing revisiting of concepts and a focus on the mental maths skills that underpin calculation strategies relevant to that year group.

.