



Mathematics in St Anthony's

Our shared vision: To provide children with the opportunity to develop their accuracy, fluency and enjoyment of maths.

What does this mean for each Key Stages:

In EYFS we want the children to gain accuracy and fluency with basic maths. We want them to become excited by maths and begin to see it in the world around them. Due to our diverse culture, we make language a priority.

In Key Stage 1, our aim is to ensure that all children have the best foundation in mathematics. We provide a challenging, relevant and enjoyable mathematics curriculum for every child. Mathematical language is developed and children are encouraged to give explanations of their reasoning. At the heart lies the focus that children will understand the value of mathematics in everyday situations.

In Key Stage 2, Mathematics is both challenging and enjoyable. We aim to provide children with a range of activities that will deepen their critical thinking. In order to achieve this, teaching and learning is centred on the development of key skills: fluency, reasoning and problem solving. Mathematical fluency allows our children to apply a specific skill to different contexts in order to solve a problem. In developing the skill of reasoning, children are challenged to develop strategies and speak about methods used for solving a problem. In problem solving, we encourage our children to tackle challenging activities giving them the appropriate time and space to offer ideas and make mistakes through trial and improvement as they explore the different routes to a solution.

What does Maths look like in each key stage?

EYFS:

In EYFS we work towards the Early Learning Goals, using Development Matters statements to guide us with our planning. We also use the Reception Essential Maths scheme of work to help guide planning. Children take part in daily Maths lessons, maths activities are on offer and encouraged during child initiated learning and the presence of maths is continually highlighted throughout their day e.g. shapes in our environment, counting down to be ready, counting each other, sorting etc..

In Key Stage 1:

We use the Herts Scheme of Work as a framework alongside White Rose as we noticed our children had gaps with the language used in Herts. White Rose supports those who need more scaffolding with pictorial or more practical activities. Children have a daily Maths lesson, extra Maths once a week in Year 1 and twice in Year 2 and some of their morning challenges are also Maths focused. Children have all been given Maths fluency targets to work on. We use all opportunities to promote and excite children about Maths.

In Key Stage 2:

We use the Herts Scheme of Work as a framework alongside White Rose as we noticed our children had gaps with the language used in Herts. White Rose supports those who need more scaffolding with pictorial or more practical activities. Children have a daily Maths lesson, extra Maths sessions, homework and times tables sessions. They have daily challenges which take place most mornings. Maths activities become more open ended and problem focused as the children progress. We hold booster classes for Year 6 children. Teachers work together to team teach booster sessions.