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**Math’s Curriculum**

***Live life in all its fullness***

Mathematics is a key subject. It enables children to make sense of the world around them through the development of calculation, reasoning and problem solving skills. It enables children to explore and understand patterns around them and to appreciate relationships in everyday lives.

At St Margaret’s at Hasbury we believe that all children can succeed at mathematics and we ensure that we create independent, resilient, creative, emotionally intelligent and curious learners, who are confident and courageous in the face of challenges. We want children to thrive and be the best person they can be and:

‘Live life in all its fullness.’ (John 10:10)

**Our Mastery in Mathematics curriculum:**

St Margaret’s at Hasbury follow the National Curriculum Programmes of Study for Maths. We use the Ready to Progress documents alongside the White Rose scheme to allow learners to achieve a secure and deeper understanding of each mathematical concepts. Children are given the opportunity to learn key points individually and develop those concepts before offering the opportunity to gain a deeper understanding and application within them. In the Early Years and, where appropriate in Year 1, the principles of the EYFS framework will be followed, alongside the Ready to Progress documents and the White Rose scheme.

St Margaret’s uses the teaching for mastery approach which focuses on ‘the five big ideas’.

* Representation and Structure
* Mathematical Thinking
* Fluency
* Variation
* Coherence

Children learn through the use of the CPA (Concrete, Pictorial, Abstract) approach. Children need opportunities to explore mathematical concepts using concrete and practical experiences and equipment, which link to pictorial representations in order to reason abstractly. This will develop an enquiring mind and thus hone investigative skills.

At St Margaret’s at Hasbury, we believe that all children can succeed at mathematics. We foster a ‘we can’ attitude towards Maths and we believe that ability is not fixed. The teaching for mastery approach supports children learning together with appropriate scaffolding and challenge. Staff use their strong subject knowledge to challenge and engage all children so they develop a love of learning that enables everyone to achieve. Opportunities for outside learning and the application of knowledge from one problem to another are planned for. All staff offer immediate feedback and intervention so that all children have the opportunity to gain a deeper understanding and develop a broader understanding of mathematical concepts.

**Our definition of Mastery:**

Mastery is not simply memorising facts to answer test questions: it is about enquiry to develop an understanding in and manipulation of numbers to problem solve. It means using one’s knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations.

Children are given opportunities to develop their fluency, reasoning and problem solving throughout lessons. Children are then challenged further to show a deeper understanding and prove that they have mastered the concept. Staff plan daily opportunities for retrieval practice so that learning is transferred from working to long-term memory.

**Aims:**

That all children:

* develop a positive attitude to mathematics so they gain success and pleasure;
* become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
* can solve problems by applying their mathematical skills to a variety of problems with increasing sophistication, including unfamiliar contexts and in real-life scenarios;

can reason mathematically by following a line of enquiry – developing and presenting a justification, argument using mathematical language.