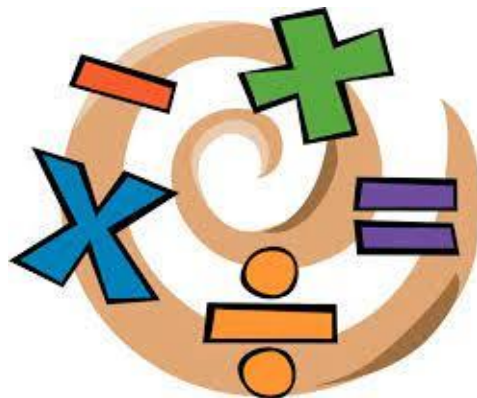# Whitecote Primary School

Guide to Maths

Intent

At Whitecote Primary School we aim to foster children's mathematical understanding and help all children to develop a confident, skilled, and resilient approach to all aspects of mathematics. We offer all children access to engaging activities and an environment that embraces mistakes as opportunities for further learning we enable children to succeed as mathematicians.

Through the teaching of key mathematics skills our children are able to:

- Be **fluent** in the fundamentals of mathematics
- **Reason** mathematically by following a line of enquiry
- **Solve** problems by applying their mathematical understanding and knowledge

In every classroom we aim to make children's learning in mathematics relevant, practical, creative, exciting and engaging. Mathematics teaches children to calculate, communicate, reason and solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. We aim for children to achieve their fullest potential in this subject.

IMPLEMENTATION

At Whitecote Primary School we follow the White Rose maths schemes of learning throughout the school. We follow the long-term plans (what we

teach when) from White Rose Maths and use their small steps to create our own bespoke weekly plans.

White Rose maths is an award-winning scheme which provides detailed coverage of the National Curriculum in small steps, to support all children to succeed in their understanding of mathematics. Children are given adequate time to study an area in-depth and consolidate their understanding of a topic through fluency, problem-solving and reasoning activities. White Rose maths is used alongside other resources to support the learning of our children from Reception to Year 6.

Maths in the Early Years

In our Early Years Foundation Stage, we believe that developing a strong grounding in number is essential so that all children gain the necessary building blocks to excel mathematically. Through both planned and spontaneous activities, children use manipulatives to develop a secure understand of numbers in everyday contexts. In reception we follow the White Rose Maths scheme of learning.

Early Learning Goals

Number: Have a deep understanding of number to 10, including the composition of each number; -Subitise (recognise quantities without counting) up to 5; -Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 and some number bonds to 10, including double facts.

Numerical Patterns: -Verbally count beyond 20, recognising the pattern of the counting system; -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than. Less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

IMPACT

Our assessment in school is very robust and thorough which ensures that we can target support and fill gaps in learning where needed.

- Day to day assessment - Teacher assessments through marking which assess expected standard objectives.

- Termly assessments back up and support our teacher assessments by giving a scaled score.

- End of unit PiXL assessments identifies gaps in learning and how the class have understood a specific unit.

Teachers weekly planning is then adjusted specifically to the needs of all pupils. This ensures no child is left behind and that challenge is in place for our rapid learners.