



Ss Peter and Paul Catholic Primary School

Maths Curriculum

We aim to ensure that all pupils become fluent in the fundamentals of mathematics, so that pupils develop solid conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Children at Ss Peter & Paul are taught to reason mathematically by following a line of enquiry, finding connections and establishing relationships whilst using mathematical language. Children are taught 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 persevering to seek solutions.

Intent

To enable our pupils to have a thirst for knowledge, a toolkit of skills which links all of the curriculum and an aspirational approach to the future, all of which are underpinned by Gospel Values.

At Ss Peter and Paul we follow the National Curriculum for mathematics, which aims to ensure that all children:

- Become fluent in mathematics
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- Develop conceptual understanding and the ability to recall and apply knowledge rapidly
- Be able to reason and problem solve by applying mathematics to a variety of increasingly complex problems and real life problems
- Develop early number skills in EYFS
- Build upon children's knowledge and understanding across the school
- Develop resilience that enables all children to reason and problem solve with increased confidence and perseverance

Implementation

At Ss Peter and Paul, our intention is translated into the following so that we:

- Ensure full topic coverage. The school uses White Rose Maths, which follows a mastery curriculum. This is a whole-school primary maths curriculum that creates continuity and progression in the teaching of mathematics. It is supplemented by resources from NRich and NCETM.
- Teach daily maths lessons which include fluency, reasoning and problem solving.
- Y1-Y6 access daily White Rose Flashback 4, Corbett Maths and a range of other starter materials to help pupils retain previous learning, reflect and link previous knowledge taught.
- Ensure lessons are differentiated, where appropriate, to guarantee there is appropriate challenge for all learners.
- Use CPA approach - concrete, pictorial and abstract approach to (make links across topics) develop an operational understanding.
- EYFS use Numberblocks to enhance their arithmetic sessions and embed key concepts.
- Use the online learning platforms of Mathletics, Maths Rocks, Timestables.co.uk to support home learning activities and also during the school day.
- Assess children on a termly basis.

Impact

In our school, the results of the above are:

- All children reach end of year expectations or make progress from their starting point.
- Children receive same day maths intervention or planned interventions to support mathematical understanding and stay on track.
- Children's progress is tracked on Fisher Family Trust.
- Well-planned sequences of learning support children to develop and refine their maths skills.
- Children are able to independently apply their knowledge to a range of increasingly complex problems.
- Children are reasoning with increased confidence and accuracy as can be seen in books, observations and pupil dialogue.
- Teaching and learning in maths continues to improve through training, CPD and access to The Great North Maths Hub TRG.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with an increasingly high proportion of children demonstrating greater depth at the end of each phase.

The Curriculum can be viewed in the links below, which are also posted for parents in the school's bespoke "Maths Zone" on our website.

[Reception SoL](#)

[Y1 Autumn SoL](#)
[Y2 Autumn SoL](#)
[Y3 Autumn SoL](#)
[Y4 Autumn SoL](#)
[Y5 Autumn SoL](#)
[Y6 Autumn SoL](#)

[Y1 Spring SoL](#)
[Y2 Spring SoL](#)
[Y3 Spring SoL](#)
[Y4 Spring SoL](#)
[Y5 Spring SoL](#)
[Y6 Spring SoL](#)

[Y1 Summer SoL](#)
[Y2 Summer SoL](#)
[Y3 Summer SoL](#)
[Y4 Summer SoL](#)
[Y5 Summer SoL](#)
[Y6 Summer SoL](#)