Mathematics

Statutory Educational Programme

Developing a **strong grounding in number** is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the relationships between them and the **patterns** within those numbers. By providing frequent and varied opportunities to **build and apply this understanding** - such as **using manipulatives**, including small pebbles and tens frames for **organising counting** - children will develop a secure base of **knowledge** and **vocabulary** from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning** skills across all areas of mathematics including **shape, space and measures.** It is important that children develop **positive attitudes** and interests in mathematics, **look for patterns and relationships, spot connections**, **'have a go'**, **talk** to adults and peers about what they notice and **not be afraid to make mistakes.**

Our Core Offer

- Maximising opportunities to use maths throughout the daily routine, including solving 'real' problems, working out how many or sequencing what is happening now and next.
- Sharing number-based songs and rhymes together, giving opportunities to count, add or subtract one, and show amounts using our fingers to support visualisation, thinking and understanding.
- Books and stories around mathematical themes
- Maths games and skills- such as simple board games or playground ring games
- An environment rich in resources which support mathematical exploration and understanding.
- Well established routines as part of group learning times that provide opportunities to find out 'how many' for a purpose
- Staff engage in quality CPD to develop their subject knowledge and confidence

Our Curriculum Goals

- I can count to find out how many
- I can notice and create a mathematical pattern
- I can construct a model using my shape and spatial reasoning knowledge
- I can use mathematical reasoning to solve a problem.