



Learning and Challenge Rooted in Faith

Maths Curriculum Statement

“It is the glory of God to conceal a matter; to search out a matter is the glory of kings.” – Proverbs 25:2

Mathematics inspires us to explore, question, and reveal the wonders of God's design.

Curriculum Intent

What is the intent of the Maths curriculum?

At St. Benedict's Catholic Primary School, we foster high aspirations and promote curiosity, confidence and an enjoyment of mathematics. Rooted in our Catholic mission, we believe every child has the right to reach their God-given potential. Our mathematics curriculum encourages all learners to use their gifts for the common good, to think critically and creatively, and to use their mathematical understanding to contribute positively to society. We aim to develop mathematically fluent pupils who can reason, problem-solve and apply their knowledge to real-life contexts.

Our curriculum ensures that all pupils:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems, developing both conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following lines of enquiry, conjecturing relationships and generalisations, and developing arguments using precise mathematical language
- Solve problems by applying their mathematics to routine and non-routine challenges with increasing sophistication, breaking down problems into simpler steps and persevering in seeking solutions

Our curriculum structure:

- In EYFS, children engage with mathematics through the Development Matters (2021) framework, with a focus on developing strong number sense through the Mastering Number programme
- In Key Stage 1 and Year 3, we follow the Mastering Number programme, which provides daily focused sessions to develop fluency and confidence with number, ensuring children build secure foundations in calculation and number sense
- From Year 4 onwards, children continue to build on these secure foundations, applying their fluency to more complex mathematical concepts
- We use White Rose Maths as a basis to create a bespoke curriculum that develops children's knowledge sequentially from EYFS to Year 6, revisiting and applying earlier skills whilst learning new concepts to achieve the objectives set by the National Curriculum for Mathematics (2014).

Our approach develops:

- Resilience when solving increasingly complex problems in both familiar and unfamiliar contexts — mirroring our Gospel value of hope when faced with challenge.
- Understanding of the interconnectivity between different branches of mathematics
- Knowledge of a range of calculation methods, with children able to select and apply suitable manipulatives and strategies efficiently
- Strong number sense and fluency in mental calculations and written procedures
- Links between mathematics and real-life situations, as well as connections to other curriculum areas.

Curriculum Implementation

How do we structure our mathematics teaching?

Daily mathematics lessons include:

- **Mastering Number sessions (EYFS, KS1 and Year 3):** Daily 15-minute focused, inclusive sessions that build confidence and develop fluency with number, including subitising, number bonds, and calculation strategies
- **'Fluency Five' sessions:** Quick-fire practice developing fluency through oral counting (forwards and backwards) and instant recall of key facts (number bonds, times tables, addition and subtraction facts)
- **Main teaching:** Following the White Rose yearly overview, using a small-steps approach that breaks objectives into accessible parts which ensures no child is left behind

How is prior knowledge revisited and built upon?

- Curriculum planning ensures prior knowledge is continuously revisited and developed into the next stage of learning
- The White Rose pathway provides a coherent progression through mathematics, ensuring children know more and remember more
- Lessons are carefully planned so all children are supported to achieve whilst being appropriately challenged with manageable next steps linked to their existing knowledge
- The Mastering Number programme in EYFS, KS1 and Year 3 ensures children develop automaticity with number facts and relationships, providing secure foundations for future learning

How does our teaching approach support all learners?

Concrete-Pictorial-Abstract (CPA) approach:

- **Concrete:** Encourages every child to access learning through experience and discovery - using manipulatives to explore and solve problems; handling physical objects to bring concepts to life

- **Pictorial:** Pictures and models help children visualise problems and represent their thinking
- **Abstract:** Once secure, children solve mathematical challenges using numbers and symbols

High-quality resources and tasks:

- We integrate materials from White Rose, NCETM, NRICH and Talk It, Solve It into our lessons – resources are chosen to ensure accessibility and challenge for all
- Teachers model concepts at every stage, regularly interchanging between concrete, pictorial and abstract representations
- Challenge is visible throughout lessons, with all children asked to reason and justify their understanding

Active teaching and learning:

- Teachers nurture confidence, resilience and collaboration, inspired by Gospel values
- Teachers and supporting adults actively monitor and scaffold learning to ensure secure understanding
- Mathematical talk is encouraged through talk partners, group work and adult-led discussion, promoting shared success
- Children deepen their understanding through challenging yet achievable tasks
- Mathematical skills are embedded across the curriculum (e.g., in Science, PE, Geography)

How is cultural capital developed?

Mathematics is a creative and highly-connected discipline. We emphasise this through:

- Explicit links to real-world applications (money, measures, data handling, time)
- Opportunities to apply mathematical knowledge to real-life scenarios
- Cross-curricular connections that show mathematics as a tool for understanding the world and as a way to serve others
- Problem-solving contexts that reflect diverse experiences and perspectives

How is assessment used effectively?

Formative assessment:

- Within-lesson assessment is supportive and purposeful — ensuring all learners feel valued and capable of growth
- Teachers adapt teaching in response to children's understanding
- Verbal feedback is prioritised as the most effective form of feedback, in line with our feedback policy

Summative assessment:

- Regular assessments are completed and recorded
- Gap analysis of tests informs future planning and intervention
- Attainment is tracked and discussed in pupil progress meetings with SLT
- Targeted support is provided based on assessment outcomes

Impact

What does success look like?

Mathematical fluency and confidence:

- Children demonstrate secure number sense and can recall key facts rapidly and accurately
- Pupils in EYFS, KS1 and Year 3 show strong foundations in number through their participation in Mastering Number
- All children can select and apply appropriate calculation strategies efficiently

Mathematical reasoning:

- Children can explain their mathematical thinking using precise vocabulary
- Pupils justify their answers with evidence and examples
- Children can identify patterns, make connections and generalise mathematical concepts

Problem-solving skills:

- Children approach problems logically, breaking them into smaller, achievable steps
- Pupils show resilience and perseverance when faced with challenging tasks
- Children can apply their mathematical knowledge to unfamiliar contexts and real-life situations

Lifelong skills:

- Pupils are passionate about mathematics and see its relevance to their lives
- Children leave St. Benedict's equipped with mathematical skills for future education and everyday life

Our pupils are confident mathematicians who can reason, justify and apply their learning across all areas of life.