



MATHS

Intent

To provide children with a high quality maths curriculum that is both challenging and enjoyable. It should ensure that they become fluent in the fundamentals of mathematics and to be confident in applying their fluency to a variety of reasoning and problem solving contexts. To ensure that each child leaves Ridgmont as a resilient, confident mathematician with a positive attitude to learning mathematics. To ensure that each child enjoys a range of mathematical opportunities and has a broad and meaningful mathematical education, preparing them for the next step in their learning.

Implementation

How we teach it	EYFS	KS1	LKS2
	<p>Nursery</p> <p>The focus is to introduce mathematical concepts to provide a secure foundation to ensure success as they progress through the school. The children will learn to count, start to recognise numerals, recognize simple 2D shapes, learn the days of the week, begin to learn about capacity and time and start to learn to problem solve. This is done: in daily planned maths sessions; through child-initiated play, planned provocations, counting songs and rhymes and everyday routines (eg snack time where the children count pieces of fruit and daily weather chart.)</p> <p>Reception</p> <p>The focus is to build on the foundation from nursery to ensure that children have a secure mathematical understanding so they are ready for year 1. They will have a deep understanding of numbers to 10, including the composition of each number be able to count beyond 2; recognising the pattern of the counting system; be able to subitise up to 5, be able to automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts; compare quantities up to 10 in</p>	<p>The focus is to ensure the children develop confidence and mental fluency with whole numbers, counting and place value. This often involves working with numerals, words and the four operations (+ - x ÷). The children should be precise in using and understanding place value and know number bonds to 20.</p> <p>The children also develop their ability to recognise, describe, draw, compare and sort different shapes. The children will use a range of measures to describe and compare different quantities (such as length, mass, capacity/volume, time and money).</p>	<p>The focus is to ensure the children become increasingly fluent with whole numbers and the four operations (including number facts and place value). Pupils begin to develop efficient written and mental calculations with increasingly large whole numbers. They begin to develop their ability to solve a range of problems, including simple fractions and decimal place value. The children develop mathematical reasoning to help them analyse shapes and their properties and confidently describe their relationships. By the end of Year 4, children should have memorised their multiplication tables up to and including the 12 times table and be able to show precision and fluency in their work.</p> <p>Pupils in Year 4 are prepared for the statutory Multiplication Tables Check (MTC).</p>



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	<p>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. This is done in planned maths sessions using Hamilton Maths scheme and through play and class routines.</p>		
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Impact – Ridgmont Lower School will have

- Children who are confident mathematicians who have a wide skill set which they can apply to a range of different contexts
- Children who can explain their reasoning and thought processes using mathematical language
- Children who have a depth of knowledge and as such, are able to represent mathematical concepts in different ways and can solve increasingly complex problems with resilience
- Children who are successful in maths and reaches their full potential