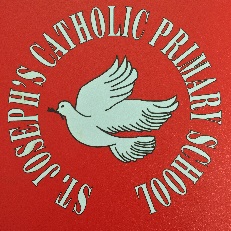
****

Mathematics Curriculum

Here at St. Joseph’s we have been engaged with the new Mathematics curriculum since September 2014, and we are working hard to develop deepening the children’s understanding of Maths.

We share the belief that Mathematics is both creative and highly inter-connected as well as being essential to everyday life. A high-quality mathematics education therefore provides the foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The National Curriculum for Mathematics aims to ensure that all pupils:

* Become fluent in the fundamentals of Mathematics, including the varied and regular practice of increasingly complex problems over time.
* Reason mathematically by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.
* Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Early mathematical skills are taught through practical, hands on experiences of using, comparing and calculating numbers and quantities in order to establish firm mathematical foundations.

All children are taught the basic skills of using mental and written calculations. They are provided with plenty of problem solving opportunities to apply these skills. Lessons strive to develop an essential collaborative approach to learning which encourages good reasoning skills.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between mathematical ideas. The programmes of study are organised into units of work, but pupils will make connections in order to develop fluency, reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered deeper problems before any acceleration through new content. All children will consolidate their previous understanding before moving on.

Teaching of written calculation methods

Please double click on the image below to open our Written calculation document. This sets out how we teach the different areas of calculation.

