



Nurturing the Future, Inspiring Success

## **Mathematics**

### **Intent**

At North Farnborough Infant School we promote a sense of enjoyment and curiosity about mathematics through interactive and engaging experiences. Every child is encouraged and supported to have an “I can solve anything...” attitude and to develop confidence and resilience when solving mathematical problems in different contexts.

We encourage all children to become fluent mathematicians, who are confident in the fundamentals of mathematics. We achieve this through varied and frequent practice with increasingly complex problems over time. This will allow children to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

We aim for children to be able to make rich connections between mathematical domains and reason by justifying, making links to known facts, noticing patterns and providing proof using mathematical language.

We want every child to develop a sound understanding of mathematics equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school.

### **Implementation**

At North Farnborough Infant School we follow a clear Mathematics scheme of work which is in line with the Early Years Foundation Stage (EYFS) and the National Curriculum.

A ‘mastery’ approach has been adapted and implemented for the planning, delivery and engagement with Mathematics.

Mathematics is one of the four prime areas in Early Years Foundation Stage. Children are provided with opportunities in both the indoor and outdoor classrooms to develop and apply a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. Children have opportunities to use manipulatives, such as counters and tens frames to organise their counting. They develop spatial reasoning skills across all areas of mathematics including shape, space and measures.

In Key Stage 1, we follow the Hampshire scheme of learning for Mathematics where mathematical concepts are explored progressively. Units of work are repeated and revisited several times throughout the year ensuring a full coverage of the curriculum and allowing for children to make links and connections across domains and strengthen their understanding.

We believe that mathematics should be taught within a real life context whenever possible, allowing children to build on their own experiences and make mathematical connections. Teachers will look for opportunities to include mathematics in the wider curriculum or bring the wider curriculum into maths lessons. Examples of this are - measuring in science and technology, the presentation of data in history and the counting of numbers and patterns in music. IT is also be used to enhance the teaching and learning of Mathematics.