## Vision in Maths at St. Peter's

St. Peter's embraces the challenge of providing our children with a maths curriculum that addresses the need of all pupils in an encouraging safe and inclusive environment. Our lessons strive to develop the pupils' knowledge of number facts and calculations linked to life skills and other areas of the curriculum developing a deeper understanding of mathematical concepts and patterns through fluency, reasoning and problem solving.

Our curriculum will provide our pupils with everyday life skills and prepare them for life's journey, inspiring them to fulfil their potential, dreams and aspirations.

'Sowing the seeds of tomorrow. Matthew 13: 1-23'

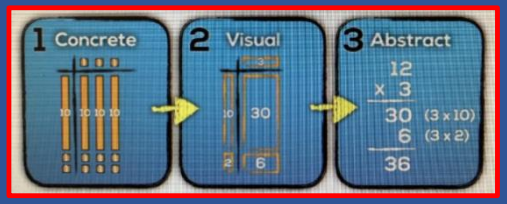
### INTENT

By the time they leave St Peter's, the children are confident mathematicians who can independently use a variety of mathematical skills in every day situations. They are able to quickly recall facts and use these in both mental strategies and written calculations. In addition to calculation, the children are able to demonstrate the ability to reason with shape, statistics and measurement fluently.

## What Pupils say about Maths at St Peter's

"Sometimes I find it hard, but with help keep going!"
"I like working with my friends on maths activities."
"I always go to the maths board for help"

# Maths at St Peter's




## What does Maths look like at St Peter's?

As a school, we follow the overview from the Lancashire Maths Scheme, revisiting learning in order to build children's depth of understanding when teaching each mathematical skill. At the beginning of a Maths lesson, our children are exposed to a mental oral starter, which consolidates previously taught learning. This is to ensure prior knowledge is consistently drawn upon. Our curriculum supports a Concrete, Visual, Abstract (CVA) learning approach for children to develop a true understanding mathematical concepts and this understanding is reinforced by going back and forth between each representative: **concrete** – using objects to model, **visual** – building or drawing images to 'see' the mathematics and **abstract** – symbols, letters and numbers to model calculations.