Stanton Community Primary School

Nurture, Enjoy, Aspire, Achieve

Subject	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
Maths	During children's school career they develop reflective skills within Mathematics both during lessons and when carrying out self-assessments at the end of a lesson. Self-assessments are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. In mathematics, pupils are always encouraged to challenge their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught from years 2-6 to enable children to make sense of the vast amounts of data available in the modern world around them. Throughout our Early Years and Foundation Stage provision as well as in Key Stage One, the children explore mathematical patterns that occur in nature. Children are encouraged to develop a fascination of Mathematics through a wide range of areas, which leads them to be flexible in their approach and start to question the world around them. In Key Stage Two, children continue to enjoy contextual mathematical lessons. Children investigate different number sequences and where they occur in the real world, such as algebraic formulas. Children are encouraged to develop a fascination for number, in particular missing number problems. Mathematics is about thinking and describing, analysing and creating – it has changed the world. It can stimulate moments of awe and wonder as learners notice a connection or pattern for the first time. Our Don Nao Jing challenges encourage independence and the ability to make decisions based on evidence, reasoning and logic.	Within Mathematics children will recognise how logical reasoning can be used to consider the consequences of particular decisions and choices. Children explore a range of Mathematical investigations where they are challenged and made aware that there may be more than one solution. On the other hand, they are also aware that some problems require one correct answer. A variety of lessons and closing the gap comments require children to prove or explain whether an answer is right or wrong. This helps the children to learn the value of mathematical truth. Mathematical reasoning is developed through guided group work where the children are encouraged to talk about their leaning and listen to other viewpoints. Throughout all key stages children will look at moral issues raised from a question and will investigate, often using statistics to find an answer. Mathematical lessons are often linked to global charities, such as Children in Need and Comic Relief.	Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Throughout the key stages, children are provided with opportunities to work together productively on mathematical tasks and supported to see that the result is often better than any of them could achieve separately. Experimental and investigation work provides an ideal opportunity for children to work collaboratively. Socially, peer assessments are very important to enable pupils to have an opportunity to discuss and improve their work with others. Working together in pairs or groups and supporting others is a key part of Maths lessons as well as inviting parents in weekly in Key Stage 1 to participate in maths lessons. Children develop a fascination about how currency can be used in their everyday lives. Also gaining life skills such as telling the time, reading measurements and scales are taught in exciting contextual lessons. Children are given the choice in many lessons regarding the numbers or methods that they use.	Mathematics is a universal language with a wealth of cultural inputs throughout the ages. While developing their knowledge of place value, children begin to get a sense of number systems from around the world. Children recognise that mathematicians from many cultures have contributed to the development of modern day mathematics. Within Key Stage One and EYFS, children begin to understand the importance of counting and explore early counting ideas from other countries, such as tallies. Towards the end of Key Stage One, children explore the importance of zero as a place holder. In Key Stage Two, children begin to explore more developed number systems, such as Roman numerals, Egyptian Hieroglyphics and imperial and metric measurements. This supports the children to realise how our counting system has developed throughout the ages and shaped the decimal system that we use today. Strong curriculum links with history, allow the children the opportunity to explore calendars developed from different civilisations, such as the Mayans, Aztecs and Romans. Mathematics is explored through art when looking at symmetrical patterns, such as Rangoli. All children participate in an annual sports day where they are given opportunities to count and compare scores. We teach statistics through our Science curriculum to ensure real context led application of skills and where possible make links across the entire curriculum such as shapes in Art and angles through Design and Technology.