

Christ Church CofE Primary – Maths

Overview

Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

Maths equips pupils with a uniquely powerful set of tools to understand the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways; mathematics is important in everyday life and for employment, science and technology, medicine, the economy, the environment, the arts, and in public decision making.

The Christ Church CofE Offer

Mathematics equips pupils with a uniquely powerful set of tools to understand the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways; Mathematics is important in everyday life and in employment, science and technology, medicine, the economy, the environment, the arts, and in public decision making.

Today the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

To become good mathematicians, we aim for children to develop:

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

Curriculum Design

All staff plan the delivery of maths using the White Rose pedagogy alongside NCETM mastery support including anchor tasks - using long and medium term planning to support the development of basic skills, fluency and mastery. This is followed through years 1 - 6 with each NC objective being split into smaller, manageable stages. Various resources are used within the teaching and learning of mathematics including White Rose, NCETM, the OUP mastery document and NTS assessment materials.

All of the activities in maths are taught in a constructive, friendly and enthusiastic environment where children are encouraged to take

ownership over their learning; this allows all children to feel included, nurtured and happy to engage with mathematics. Outdoor learning is actively used to promote healthy lifestyles and to also explore the role of mathematics in a natural environment. We follow the CPA approach - concrete, pictorial and abstract.

In order to have competent and effective learners, the staff are expected to:

1. Set high expectations which inspire, motivate and challenge pupils;
2. Promote good progress and outcomes by pupils;
3. Demonstrate good subject and curriculum knowledge;
4. Plan and teach well structured lessons;
5. Adapt teaching to respond to the strengths and needs of all pupils;
6. Make accurate and productive use of assessment;
7. Manage behaviour effectively to ensure a good and safe learning environment;
8. Fulfil wider professional responsibilities.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|--|---|--|--|--|--|--|---|---|---------|---------|---------|
| Autumn | Number Place value FREE TRIAL VIEW | | | Number Addition and subtraction VIEW | Measurement Area VIEW | | Number Multiplication and division A VIEW | | Consolidation | | | |
| Spring | Number Multiplication and division B VIEW | | | Measurement Length and perimeter VIEW | Number Fractions VIEW | | | Number Decimals A VIEW | | | | |
| Summer | Number Decimals B VIEW | Measurement Money VIEW | Measurement Time VIEW | Consolidation | | Geometry Shape VIEW | | Statistics VIEW | Geometry Position and direction VIEW | | | |

Structure and Planning

Maths is taught through carefully sequenced units that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides opportunities for practice and application. With a starter re-enforcing previous concepts and principles, it ensures that Rosenshein's philosophy is being followed.

Our maths curriculum is consciously taught in blocks – with units of varying lengths across the year groups. Maths is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge.





By using anchor tasks, the curriculum is catered to the needs of all so all children can access the curriculum in a way in which we wish to diminish the attainment gap.

16/9/25

L.O. To use flexible partitioning of numbers to 10,000



Use the place value chart to complete the number sentences.


| Thousands | Hundreds | Tens | Ones |
|---|---|---|---|
|  |  |  |  |

$$2,339 = 2,000 + \underline{\quad\quad} + 30 + 9$$

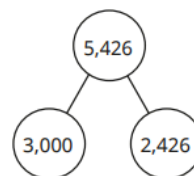
$$2,339 = 2,000 + 300 + \underline{\quad\quad} + 19$$

$$2,339 = 1,000 + \underline{\quad\quad} + 30 + 9$$

Challenge

Here is one way of partitioning 5,426 into 2 parts. 

Find three other ways of partitioning 5,426 into 2 parts.



Special Educational Needs and Disabilities

At Christ Church, maths is inclusive and accessible to all. Lessons are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, scaffolded tasks, structured questioning, and sensory-friendly approaches enable every child to participate fully.

Children with English as an additional language are supported through language scaffolds, ensuring that they can access the curriculum and develop the vocabulary needed to succeed. High expectations are maintained for all children, with appropriate levels of support and challenge.

Curriculum Impact

Through our maths curriculum, children gain knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop curiosity about the past, a love of learning, and the ability to think critically about human experience. Over time, children become more confident, reflective, and independent in their enquiry.

Assessment is ongoing and purposeful, with teachers using questioning, discussion, and retrieval activities to check understanding. Summative assessments ensure progression across year groups, while pupil voice allows children to reflect on their learning and articulate what they have remembered.

We aim to provide for all children so that they achieve as highly as they can in Mathematics according to their individual abilities. All children have equal access to the mathematics curriculum and to suitable learning opportunities regardless of gender, disability, ethnicity or home background.

All children, regardless of ability, have their progress reviewed and 'additional to' and 'different from' provision is planned accordingly.

Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.