

MATHEMATICS

Intent

"Pure mathematics is, in its way, the poetry of logical ideas."

Albert Einstein

At Marcham CE Primary school, we aim to develop a love of Maths for our pupils by providing a firm foundation for their understanding through which we encourage curiosity and exploration.

We follow the guidance laid down in the National Curriculum, which describes Mathematics as "a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a 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."

We have an overall structure for the teaching of Mathematics, which is coherent, based on the progression model of White Rose materials, and we balance the National Curriculum aims of fluency, reasoning and problem-solving within lessons. There is challenge and support for our pupils to enable them to succeed. We want our children to develop, through their time with us:

- a secure and confident understanding of our number system;
- the confidence and fluency to manipulate numbers across mathematical concepts;
- the ability to see patterns and make connections both within Maths and across other subjects;
- competence in solving problems;
- the ability to articulate their understanding and explain their reasoning to others;
- a willingness and a flexibility of thought to be curious and to ask "what if..."
- an understanding of the importance of mathematics in everyday life, helping them to make sense of the world around them.

We do so in such a way that our pupils experience the joy and see the beauty of Maths.

It is clear that the chief end of mathematical study is to make the students think.

John Wesley young