



Maths Curriculum Statement

Intent

The 2014 National Curriculum for Maths aims to ensure that all children:

The aims of the 2014 National Curriculum are for our pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems. Breaking down problems into simpler steps and persevering in answering.

At Waddington Redwood, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

Our Maths curriculum reflects our school values of **contentment, communication, curiosity, and citizenship**.

- We nurture **contentment** by fostering a sense of enjoyment, confidence, and personal achievement in mathematics. Children experience satisfaction in their progress and pride in overcoming challenges, helping them develop positive attitudes towards learning.
- **Communication** is at the heart of our approach, as children are encouraged to explain their thinking, discuss strategies, and reason mathematically using precise vocabulary. Through partner and group work, they learn to listen respectfully and articulate their ideas clearly.
- We promote **curiosity** by encouraging children to explore patterns, make connections, and ask questions that deepen their understanding of mathematical concepts. Our curriculum celebrates the beauty, creativity, and wonder of mathematics.
- Through **citizenship**, children learn to see mathematics as a tool to make sense of the world around them. They apply their mathematical skills in meaningful contexts, understanding its relevance in everyday life and the wider community.

The content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at Waddington Redwood reflect those found in high-performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore and China.



Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics. The large majority of children progress through the curriculum content at roughly the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.

Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. Practice and consolidation play a central role, with carefully designed variation that builds fluency and understanding. Decisions about when to progress are based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich mastery and sophisticated problem solving. Those who are not sufficiently fluent with earlier material are offered opportunities to consolidate their understanding through additional practice either as part of lesson inputs or as targeted intervention.

Pupils are encouraged to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a variety of concrete, pictorial and abstract form. They are taught to explain their choice of methods and develop their mathematical reasoning skills both verbally and in written format. We encourage resilience, adaptability and acceptance that struggle is often a necessary step in learning. Relating the patterns between mathematics and everyday life through our curriculum, allows children to better make sense of the world and provides opportunity to see maths in real life situations

This is underpinned by:

- High expectations and mastery: all children are expected to succeed and make progress from their starting points
- Precise questioning which deepens understanding and promotes curiosity by encouraging exploration and problem-solving.
- Modelling: teachers demonstrate the skills needed to succeed in mathematics providing examples of good practice and having high expectations and aspirations for the children
- A vocabulary rich environment: we promote a vocabulary rich environment, where talk for maths is a key tool in all lessons.
Patterns and Links: Children are actively encouraged to find patterns in their maths, this helps them to explain and predict their reasoning and promotes further curiosity in their learning
- The teaching of fluency: we intend for all pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and successfully.
- The teaching of reasoning: we intend for all pupils to reason mathematically, developing arguments, justifications or proof using mathematical language as well as showing the resilience to solve problems.
- The teaching of problem solving: we intend for all pupils to solve problems by independently applying their skills to a variety of problems with increasing sophistication.

Implementation



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Power Maths To ensure consistency and progression, children in Years 1- 6 use the DfE-approved *Power Maths* scheme, fully aligned with *White Rose Maths* and supported by the Maths Hubs programme. Concepts are introduced through problem-solving in real-life contexts that build curiosity and communication. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

Mastering Number EYFS- In Reception, the teaching of mathematics is grounded in the NCETM's Mastering Number programme, which places a strong emphasis on developing deep, secure understanding of number through structured, cumulative learning. This approach ensures that children build firm foundations in key concepts such as subitising, composition of number, and early calculation, enabling them to become confident and flexible mathematicians. Teaching is further supported by Power Maths, which complements the mastery approach by providing coherent lesson sequences, rich representations, and opportunities for mathematical talk. Together, these frameworks promote a consistent, high-quality maths curriculum that prioritises understanding over speed, encourages reasoning, and supports all learners in developing fluency and confidence from the earliest stages.

Mastering Number Y1-6 In addition to their daily mathematics lessons, pupils in Years 1–5 take part in short, focused 15-minute sessions using the NCETM Mastering Number programme. These sessions are designed to strengthen number sense, improve fluency, and support rapid recall of key facts, enabling children to build confidence and accuracy in their mathematical thinking. The consistent, daily practice helps to embed core skills and ensures that all pupils develop a secure foundation in number. In Year 6, the focus shifts towards consolidating and applying a broad range of arithmetic skills, ensuring pupils can work efficiently and accurately across all four operations. This prepares them for the demands of end-of-key-stage assessments and supports their transition to secondary mathematics by promoting fluency, flexibility, and independence.

Daily Fluency Multiplication Practice Children in KS2 take part in a daily five-minute times tables practice to build speed, accuracy, and confidence in recall. They work progressively through the times tables, ensuring a secure understanding of each set of facts. In Lower Key Stage 2, pupils are challenged to answer 60 questions within five minutes, while in Upper Key Stage 2 this expectation increases to 60 questions in three minutes. This regular, focused practice helps to develop fluency, supporting pupils in accessing more complex mathematical concepts with greater ease and efficiency.

Home Learning- Numbots & TTRS Across the school, NumBots in EYFS and Key Stage 1, and Times Tables Rock Stars from Year 2 to Year 6, play a key role in supporting home learning. These platforms provide children with regular opportunities to practise and consolidate essential number skills beyond the classroom in an engaging and accessible way. NumBots supports younger pupils in developing confidence with number bonds and early calculation, while Times Tables Rock Stars enables older pupils to build speed and accuracy in their multiplication and division recall. By encouraging consistent use at home, children are able to revisit learning, strengthen fluency, and develop independence, while parents and teachers can monitor progress and celebrate achievements. This strong home–school link helps to reinforce key mathematical skills and ensures pupils are well-supported in their ongoing development.

Impact



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Pupil Voice Through discussion and feedback, children talk enthusiastically about their maths lessons and speak confidently about how they are learning maths. Children show confidence, curiosity and resilience in learning about a new maths area and being able to apply the knowledge and skills they already have.

Evidence in Knowledge Pupils know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential. Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.

Evidence in Skills Pupils use acquired vocabulary in maths lessons. They have the skills to use methods independently and show resilience when tackling problems. The flexibility and fluidity to move between different contexts and representations of maths. Children show a high level of pride in the presentation and understanding of their work. The chance to develop the ability to recognise relationships and make connections in maths lessons. Teachers plan a range of opportunities to use maths inside and outside maths lessons, deepening their curiosity and resilience in the subject and providing opportunities to be successful in the wider world.

Outcomes At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved Greater Depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. All children should have made progress.