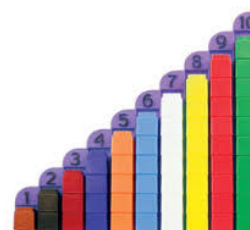
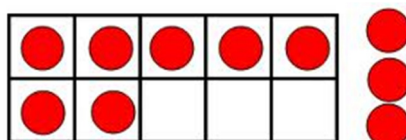
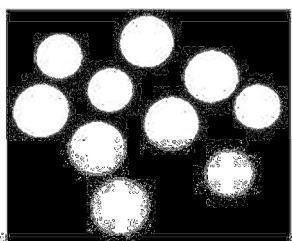


Mathematics

We want all our children to develop a positive attitude to mathematics and see themselves as 'mathematicians.' The National Curriculum [2014] recognises that mathematics '[It] is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment'. We aim to provide our children with a secure foundation for their mathematical understanding and a lifelong love of the subject.

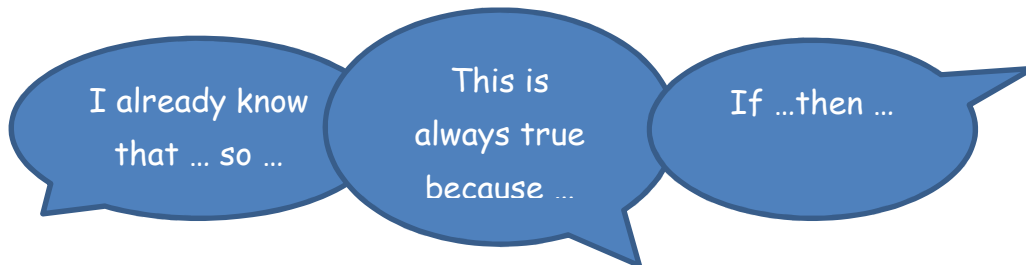
In Reception the children develop their understanding of the number system and learn that we can represent numbers in different ways. There is, of course, lots of counting!



Much of the children's mathematical experience is through planned activities in the learning environment. Practitioners support and extend concepts as the children count, sort, classify and spot patterns to solve problems.

In Key Stage 1 the children continue to develop their 'number sense,' particularly through an understanding of place-value, equivalence and the relationships between operations, such as addition and subtraction. Again, we use a range of representations and equipment to support children in constructing their understanding. As children meet new concepts they explore them using practical apparatus before moving to the abstract signs and symbols. We aim to provide the children with 'rich' tasks not only to consolidate

understanding of the number system but to develop reasoning and problem-solving skills. The children are encouraged to talk about their learning as they begin to decipher the 'language' of mathematics.



The overarching aims of the National Curriculum are for all children to develop *fluency* in the fundamentals of mathematics ['number sense'], to be able to *reason mathematically* and be able to solve problems. But above all, we want the children to develop confidence in mathematics and enthusiasm for the subject!