

## Subject: Maths

### Our learning values

Working Together	Curiosity	Making Connections	The Bigger Picture	Keeping Going
I like to work together with other people in school as well as the local community. This allows me to share my ideas and helps me to learn.	I just love asking questions to find out about things. I like to investigate, create and explore to find the answers.	I enjoy making connections with my learning. I like to see how everything fits together. I love linking learning from different areas together, it helps me to understand what I am doing.	I see the bigger picture. I plan ahead so I am clear about what I need to learn. I look back at what I've done so I know what to do next. It is important to me that I do my very best.	I keep on going. It doesn't matter how hard I find something. When things get tough I use my perseverance to stick at a task and try my best. By doing this I discover that learning becomes easier than I thought.

#### Mathematics' Aims:

To become fluent in the fundamentals of mathematics, including confident with calculation, reason mathematically by following open-ended investigations and solve problems by applying their mathematics.

At Shute Primary, we believe all children should be encouraged to be life-long learners in maths. We use the connective model using symbols, language, images and context to support understanding. Children are enthusiastic (resilient) maths learners as we continue to develop their growth mindset which supports them to foster their independence, using and applying what they know in increasingly challenging ways. At Shute, we follow a broad curriculum covering all aspects of maths such as Number and Place Value, Number Facts, Addition and Subtraction, Multiplication and Division, Fractions and all aspects of Geometry.

We understand that children may excel in specific areas whilst needing more support in others. We encourage resilience, diving into the 'Learning Pit' where we feel uncomfortable and challenged before climbing out successfully. Asking curious questions promotes making connections between different aspects of maths which impacts the children's learning positively. Value is also placed on contextualised learning in the community, children are encouraged to see maths around them; in their environment, in nature and at home in their local area and to be mathematically curious. For example, children might estimate the length of a journey, the cost of a shopping bill, how long an activity might take, finding arrays by counting and multiplying objects in the supermarket and buildings in the local town. Children are also encouraged to use maths at home in a concrete way such as following recipes, estimating and calculating time an event takes place and even counting pocket money to spend in the local shop. Children are encouraged to talk mathematics through with whoever is at home. Within the classroom, children are happy to be good team members, supporting their peers by working collaboratively. Children are regularly given high ceiling, low threshold tasks to allow them to be creative mathematicians. Children are encouraged to use resources appropriately to model their understanding and to be able to select the relevant resource for the mathematical problem to help them represent the structure of mathematics they are working on. We believe in 'working on', not 'working through' mathematical tasks. Our children know that in maths it is useful and efficient to work out what we don't know by using what we do, therefore key facts such as times tables and number bonds are given specific curriculum time. Ultimately mathematics is for everyone and is the universal language of the world. Everyone can achieve mathematically given time, resources and teaching. Everyone needs maths and in a contemporary world, a resilient yet creative approach to maths is important to success.

