Samuel Cody Specialist Sports College

Primary Maths Intentions

EYFS

In Reception children will be exposed to a variety of basic mathematical concepts during play. Adults will model and demonstrate how numbers and colours can be identified throughout their EYFS setting and the appropriate language that can be used. This language will be a regular part of daily life and routines, such as counting objects and children and recognising the shapes and colours of objects they can see. At this stage learning will be mostly through adults modelling and repetition until children become more confident. Children will be encouraged to then connect the numbers they are learning through concrete images, to the abstract written number forms.

Key Stage One

In Key Stage One children will continue to be exposed to numbers displayed in a variety of ways (objects, images and abstract) and encouraged to learn to recognise numbers to at least 20. The aim is to improve their confidence of recognising numbers in a variety of ways and begin to use them in simple addition and subtraction problems, with some recognition of these operations as symbols. It will be important for children to begin to develop some form of understanding around the relationship between numbers and their order and how methods can be used to help solve mathematical problems. They will develop their understanding of the types of measurements including time and money, and will be given opportunities to use measuring tools to explore these concepts whilst using the appropriate language. Time will be spent improving children's recognition of basic 2D shapes and some of their basic properties. Each of these skills will be developed through practical scenarios to demonstrate to children how these mathematical skills can be related to real-life scenarios.

Key Stage Two

An important goal in Key Stage Two is to build upon children's previous knowledge of number, shape and measure so that they are confident in these areas before advancing their skills. Children will begin to extend their understanding of numbers up to 100 and then beyond. They will be introduced to all of the four operations and their correlating symbols, including equals. Children will become more efficient in their use of methods to solve problems involving these operations. They will become confident in their knowledge of 2D shapes and their properties, and then move onto developing their understanding of 3D shapes too. Measuring tools will continue to be explored and children will learn to use them more independently and how to read simples scales. Each of these skills will be developed through practical scenarios to demonstrate to children how these mathematical skills can be related to real-life scenarios. More reasoning will

be used to encourage children to use their mathematical understanding to give reasons for *why* things are correct or not.

Impact

All pupils will be able to use their mathematical skills to help them in everyday scenarios, dealing with time, money, measurements etc. They will increase their independence through the Primary ages and be able to deal with mathematical problems without the support of others. Children will develop the foundations of a positive attitude towards maths and recognise that their learnt skills can help them function and thrive in their daily lives.