

# Ludgvan School – Maths Curriculum Statement



## INTENT - what we aim to achieve through our maths curriculum:

At Ludgvan school, we believe that mathematics is essential to everyday life and underpins much of the world around us. Our intent is to develop pupils who are confident, fluent, and resilient mathematicians with a deep conceptual understanding of number, pattern, and relationships.

We aim for all children to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice.
- Develop reasoning skills by following a line of enquiry, making conjectures, and justifying their thinking using mathematical language.
- Solve problems by applying their mathematics to a variety of contexts, including real-life situations.

Our curriculum is carefully sequenced to build knowledge and understanding progressively from Early Years through to Year 6. We want children to make rich connections across mathematical ideas, to see the relevance of maths in the wider world, and to be well prepared for the next stage of their education.

## IMPLEMENTATION – how we deliver our maths curriculum:

### Early Years Implementation

In Early Years, our approach to mathematics focuses on developing strong number sense and a positive attitude towards maths through a balance of structured teaching, guided activities, and continuous provision.

- **Mastering Number:** In Early Years, the Mastering Number programme is followed on four days each week, providing short, focused sessions that help children develop fluency, confidence, and flexibility with number. These sessions build secure foundations in counting, subitising, composition of number, and early calculation strategies.
- **White Rose Maths:** On the fifth day each week, a White Rose Maths session that focuses on Shape, Space, and Measure is delivered by the teacher. This ensures that all aspects of the Early Years mathematics curriculum are covered in a carefully sequenced and age-appropriate way.

- **Mathematical environment and continuous provision:**

The Early Years environment, both indoors and outdoors, is carefully planned to provide meaningful opportunities for mathematical exploration and discovery. Maths resources are accessible in all areas of provision, enabling children to apply and deepen their understanding through play and practical experiences. Continuous provision includes open-ended materials that promote counting, sorting, pattern-making, measuring, comparing, and problem-solving.

- **Focused adult interactions:**

Alongside independent and exploratory learning, children also take part in focused activities with the teacher or teaching assistant, either individually or in small groups. These sessions are designed to consolidate key skills, address misconceptions, and extend children's mathematical thinking. Children who need further support take part in daily focused interventions.

- **Assessment and responsive teaching:**

Practitioners observe children's mathematical understanding throughout the day, using these observations to inform next steps and adapt planning. This ensures all children are supported and challenged appropriately, building firm mathematical foundations ready for Key Stage 1.

## **Key Stage 1 and 2 Implementation**

We follow a mastery approach to the teaching of mathematics, ensuring that all pupils develop a secure and deep understanding of concepts before moving on.

- **Curriculum design:** We follow the White Rose Maths scheme throughout the school to ensure clear progression, consistency, and coverage of all National Curriculum objectives. This is supplemented with high-quality resources and examples from other schemes and online sources where they add depth and quality to the content being covered. In Key Stage 1, alongside White Rose, we use the Mastering Number programme to develop number fluency through regular daily ten-minute sessions. This helps children build strong number sense, flexibility with number, and confidence in early calculation.
- **Lesson structure and retrieval:** Maths is taught every day, and every maths lesson follows a clear and consistent structure across the school to ensure continuity and high expectations in teaching and learning. Each lesson begins with a Flashback 4 activity, linked to White Rose Maths, which enables pupils to retrieve and reinforce knowledge from previous lessons, topics, and year groups.
- **Fluency and recall:** Across the school, we use KIRFs (Key Instant Recall Facts) to strengthen mental fluency. Each class and year group throughout the school

has a half-termly focus, and KIRFs are practised daily at the start of every maths lesson.

- **Times tables:** From Year 2 to Year 6, there is a timetabled daily times tables session, where pupils practise using a range of engaging methods, including chanting, singing, games, and written activities. This consistent practice builds automaticity and confidence.
- **Reasoning:** To deepen reasoning skills, we make regular use of iSee Maths documents, which provide a wide range of reasoning questions and examples, helping children to explain, justify, and apply their mathematical understanding.
- **Online learning tools:**
  - **Doodle Maths** – each child has an individual login to access activities at school and at home, providing personalised practice.
  - **Times Tables Rock Stars** and **NumBots** – used regularly in class and at home to develop number fluency and recall of number facts.
  - **White Rose One Minute Maths app** – used in Early Years and Key Stage 1 for quick fluency practice through short, interactive activities.
  - **[www.timestables.co.uk](http://www.timestables.co.uk)** – used to support the assessment and testing of times tables.
  - **[www.maths.co.uk](http://www.maths.co.uk)** – used for standardised assessments from Year 2 to Year 6, allowing progress to be tracked against national benchmarks.
- **Resources and environment:** Each classroom is well organised with clearly labelled maths resources, and there is a central maths resource cupboard for staff to access additional equipment easily. Manipulatives are used regularly to support the Concrete–Pictorial–Abstract (CPA) approach, ensuring all pupils can access learning at a conceptual level.
- **Feedback and intervention:** All marking is completed live during the lesson, enabling instant feedback and allowing pupils to respond immediately. This real-time approach ensures misconceptions are addressed quickly and provides teachers and teaching assistants with opportunities to identify pupils who require additional support. Where needed, same-day interventions are carried out—typically during the afternoon session—to reinforce learning and prevent gaps from forming.
- **Inclusion and SEND support:**

We are committed to ensuring that every child can access a high-quality maths education, regardless of ability or additional needs. Some pupils who are unable to fully access the curriculum in the classroom, receive focused support in our

HIVE building, a dedicated learning environment tailored to their individual needs. In the HIVE, pupils work in smaller groups during the morning sessions with support staff deployed according to their year group. They follow carefully planned maths activities that match their stage of development, allowing them to experience success and make progress at their own pace. The HIVE team and class teachers work closely together to ensure progress of all learners and any further intervention needs are identified and implemented promptly—often on the same day. This inclusive approach ensures all children are supported to achieve their potential and develop confidence in mathematics.

- **Support and challenge:** We use pre-teaching, scaffolding, and targeted support for pupils who need additional help, while extending higher attainers through rich, open-ended problem-solving tasks and investigations.
- **Assessment:** Ongoing formative assessment informs daily planning and identifies misconceptions early. Summative assessments, including standardised tests, are used to monitor attainment, track progress, and refine future teaching.

#### IMPACT – How we will know how successful our maths curriculum is:

By the end of each key stage, pupils have developed a secure and lasting understanding of key mathematical concepts. They are fluent, confident, and able to reason mathematically using accurate vocabulary. They can apply their knowledge flexibly to solve problems and make connections across mathematical ideas.

Regular monitoring, including pupil voice, book looks, and lesson observations, demonstrates that children enjoy mathematics, can articulate their thinking clearly, and view themselves as capable mathematicians. Outcomes across the school show strong progress from individual starting points, with pupils achieving well and developing positive attitudes towards maths.

Ultimately, our pupils leave primary school as confident, independent learners who are ready to apply their mathematical knowledge and skills successfully in secondary education and in everyday life.