



Mathematics

Children are given experiences which help them to acquire and use mathematical language about shape, position, size and quantity; recognise basic patterns: sort, match, order, sequence, compare and count familiar objects: and begin to recognise numbers.

At KS1, pupils are given opportunities to develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They are taught appropriate mathematical language in context and encouraged to explain and compare the mathematics they do. Pupils are taught to represent their work in a variety of ways using objects, pictures, diagrams, words and symbols. They begin to recognise simple patterns and relationships, responding to and asking questions about them. Pupils are shown a range of flexible methods for working with number and use these to solve numerical problems in a variety of contexts. They are taught to check answers in different ways and begin to use written methods of recording which reflect the mental strategies they use. Work in Shape, Space and Measures will extend pupils' understanding and experience of their environment in meaningful ways.

At KS2, pupils are given opportunities to build on the knowledge, understanding and skills acquired at KS1. They are taught to develop mathematical language, reasoning and problem solving skills by using and applying mathematics in practical tasks, in real life problems, and in the context of all work in number, data, measures, shape and space. Pupils are taught to use a mental approach as a first resort when a calculation is needed. oral, mental and estimation strategies are developed systematically and underpin the use of calculator methods. Written methods of calculation are flexible and based initially around mental approaches. Pupils are given the opportunity to explain, compare and refine the methods they use. Work in Shape, Space and Measures and Handling Data is purposeful and set in a variety of meaningful contexts. Pupils are given opportunities to relate to one aspect of their mathematical thinking to another by linking together different sections of the programmes of study.