



Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Mathematics

Intent

At Huby CE Primary School, our mathematics curriculum enables every child to **shine together through courage, connection and curiosity**. Guided by our Christian vision, "*Let your light shine for all to see*" (Matthew 5:16), we inspire children to develop a love of learning and to recognise the value and beauty of mathematics in the world around them.

We believe that every child can succeed in mathematics. Our curriculum is ambitious, accessible and inclusive, ensuring all pupils develop the knowledge, skills and confidence needed to become capable and resilient mathematicians. Through carefully sequenced learning, children develop fluency in number, reason mathematically and solve increasingly sophisticated problems. They are encouraged to make connections within mathematics and across the wider curriculum, recognising how mathematics helps us to understand, interpret and influence the world.

We aim for pupils to approach mathematics with **curiosity**, asking questions and exploring patterns; with **courage**, persevering when challenges arise and learning from mistakes; and through **connection**, valuing collaboration, discussion and the different perspectives of others.

As a Church of England school, we recognise that mathematics offers opportunities for spiritual development. Through reflection, exploration and enquiry, children are encouraged to grow in self-awareness, appreciate the wonder and order of creation, understand their responsibility towards others and consider how mathematics can be used to make a positive difference in the world.

Implementation

Our mathematics curriculum follows the White Rose Maths programme, which provides a coherent and carefully sequenced progression of knowledge and skills from Early Years through to Year 6. This mastery approach ensures that mathematical understanding is developed in small, connected steps so that children build secure foundations and develop deep conceptual understanding over time.

Daily lessons promote fluency, reasoning and problem solving through a concrete, pictorial and abstract approach. Teachers use skilful questioning, modelling and formative assessment to identify misconceptions and provide timely support and challenge. Learning is adapted to meet the needs of all pupils, ensuring that children keep up rather than catch up wherever possible.

Children are encouraged to explain their thinking using precise mathematical vocabulary, to justify their reasoning and to make connections between different mathematical concepts. Through discussion and collaboration, pupils learn that there are often multiple ways to solve a problem and that every contribution has value.

Mathematics lessons are enriched through meaningful real-life contexts, helping children understand the relevance of mathematics beyond the classroom. Opportunities are provided for children to apply their learning across the curriculum and to recognise mathematics as an essential life skill.

Children's progress in Mathematics is assessed through a range of formative and summative approaches. At the end of Year 6, pupils complete statutory SATs assessments. Throughout the year, children undertake White Rose end-of-unit assessments and termly NFER tests to assess understanding, fluency and retrieval of key mathematical knowledge.

Assessment outcomes are used to identify misconceptions and inform future teaching, ensuring pupils receive timely support through responsive teaching and targeted interventions. Ongoing assessment within lessons, including questioning and mini whiteboard activities, enables teachers to adapt learning in real time.

The Mathematics Subject Leader uses Arbor to monitor attainment and progress, track trends and support teachers in setting ambitious targets. This ensures all pupils are supported to achieve their potential while embodying our vision of **Shining Together Through Courage, Connection and Curiosity**.

Spiritual Development Through Mathematics

At Huby CE Primary School, spiritual development is intentionally woven throughout the mathematics curriculum using the **Mirrors, Doors, Windows and Candles** framework.

Mirrors: Looking Within

Mathematics provides opportunities for pupils to reflect on themselves as learners. Through challenge, reasoning and problem solving, children develop resilience, confidence and self-awareness.

Pupils are encouraged to:

- reflect on their strengths and next steps as mathematicians;
- evaluate and improve their own methods;
- persevere when learning becomes challenging;
- develop the courage to share and justify their thinking.

Through these experiences, children grow in confidence and learn to let their individual light shine.

Doors: Looking Towards Others

Mathematics develops connection through discussion, collaboration and shared learning.

Pupils are encouraged to:

- listen respectfully to the reasoning of others;
- value different approaches and viewpoints;
- work collaboratively to solve problems;
- support and encourage their peers.

These experiences help children understand that learning is strengthened through community and that everyone has something valuable to contribute.

Windows: Looking at Beauty and Wonder

Mathematics provides opportunities to encounter awe, wonder and beauty in patterns, structures and relationships.

Pupils are encouraged to:

- explore patterns and sequences;
- appreciate the order and consistency found in mathematics;
- make connections between mathematics and the wider world;
- ask questions and investigate possibilities with curiosity.

These moments help children appreciate the beauty and creativity that mathematics reveals.

Candles: Looking Beyond

Mathematics helps children consider bigger questions about the world and their role within it.

Pupils may explore:

- how mathematics is used to improve lives and solve real-world problems;
- fairness, responsibility and decision-making through data and statistics;
- the impact of choices on individuals, communities and the environment;
- how mathematics equips us to contribute positively to society.

These opportunities encourage children to think beyond themselves and recognise how their knowledge and actions can make a difference.

Impact

The impact of our mathematics curriculum is that children leave Huby CE Primary School as confident, resilient and reflective mathematicians who are ready for the next stage of their education.

Pupils demonstrate secure fluency, mathematical reasoning and problem-solving skills. They can explain their thinking using precise mathematical language, make connections between concepts and apply their knowledge in a range of contexts. They approach challenges with **courage**, investigate ideas with **curiosity**, and learn through **connection** with others.

Children understand the importance of mathematics in everyday life and recognise its value in future learning, employment and decision-making. They are increasingly independent learners who persevere, think critically and confidently tackle unfamiliar problems.

Through opportunities for spiritual development, pupils develop a stronger understanding of themselves, others and the wider world. They appreciate the beauty and wonder found within mathematics and recognise how their learning can be used to contribute positively to their communities.

As a result, children achieve well from their starting points, attain highly and embody our vision of **shining together through courage, connection and curiosity**, allowing their light to shine through a love of learning and a deep understanding of mathematics.