



Why?

At Fishbourne CE Primary School, we want our mathematicians to become confident, competent mathematicians who can apply their mathematical knowledge accurately and efficiently. They will develop a secure understanding of number, calculation and mathematical concepts, enabling them to solve problems, reason logically and make connections across different areas of mathematics. Children will learn to approach problems systematically, breaking complex tasks into manageable steps and selecting appropriate strategies to find solutions. They will develop fluency in key number facts and procedures, enabling them to recall and apply knowledge quickly and accurately. It is important that learners know why mathematical methods work, not simply how to carry them out. They will use mathematical language precisely, explain their thinking clearly and move confidently between concrete, pictorial and abstract representations. Children will use manipulatives and visual models to support understanding, communicate ideas and deepen conceptual knowledge.

How?

We teach mathematics through a mastery approach, ensuring children develop a deep and secure understanding of mathematical concepts. Our teaching is informed by the five key elements of mastery: representation and structure, mathematical thinking, fluency, variation and coherence.

Representations, including practical resources and visual models, are used consistently across the school to help pupils understand mathematical structures and relationships.

Mathematical thinking is promoted using 'Challenge Trees' and the 'I See Reasoning' materials, developing discussion, reasoning and problem-solving, enabling children to explain their thinking and make connections between concepts.

Fluency is developed through regular practice so that children can recall facts efficiently and calculate accurately. Carefully planned variation in examples, questions and tasks helps children identify patterns, recognise relationships and deepen understanding. These elements are sequenced coherently to ensure new learning builds on prior knowledge.

Teachers explicitly teach mathematical vocabulary and provide high-quality explanations, drawing on strategies from *Teaching WalkThrus*, including Deliberate Vocabulary Practice, Guided and Independent Practice, and Practice Explaining. Children are expected to explain their reasoning using mathematical language and STEM sentences. Teachers provide timely support and intervention to address misconceptions and secure understanding.

What?

Our mathematics curriculum is designed to meet the needs of each cohort while ensuring full coverage of the National Curriculum. Long-term planning is structured using White Rose materials.

To develop automaticity and retention, all classes complete a daily arithmetic (Fluent in 5) or Mastering Number session. These sessions revisit previously taught content through spaced retrieval practice, helping children secure knowledge and improve fluency.

Lessons include low-threshold, high-ceiling tasks that allow all children to access learning while providing appropriate challenge and opportunities for deeper thinking. Teachers continually assess understanding and identify next steps, adapting provision and providing targeted support where needed.

Our Planning Document supports teachers to weave together core aspects of effective mathematics teaching, ensuring lessons have been adapted to suit the needs of ALL learners, enabling them to make progress from their own starting points and focused on developing secure mathematical understanding.