



Maths Curriculum Overview

Intent:

At St Francis CE Primary School, our Mathematics curriculum is rooted in our Christian vision that “Every person matters, every person helps, every person succeeds,” enabling all children to **live life in all its fullness** (John 10:10).

Our intent is to deliver a high-quality, inclusive mathematics curriculum that develops **fluency, reasoning, and problem-solving** while ensuring that all pupils build deep and secure mathematical understanding. Using the basis from the **White Rose Maths** scheme, we provide a structured, coherent, and progressive approach to mathematics that supports all learners which is designed to meet our community of learners.

We aim to develop children’s:

- **Declarative knowledge** – knowing *what* mathematical facts, concepts, and vocabulary mean
- **Procedural knowledge** – knowing *how* to carry out mathematical methods and calculations efficiently and accurately
- **Conditional knowledge** – knowing *when and why* to apply particular strategies, methods, or concepts

Lessons are carefully sequenced to build knowledge over time, using concrete, pictorial, and abstract representations to deepen understanding. Mathematical talk, reasoning, and exploration are central to learning, enabling children to explain their thinking, make connections, and apply their knowledge confidently in a range of contexts.

Mathematics at St Francis actively promotes our Christian values:

- **Courage** – tackling challenges, making mistakes, and persevering
- **Peace** – developing calm, focused learning through clear structure and reasoning
- **Thankfulness** – celebrating effort, progress, and achievement
- **Trust** – building confidence in methods, representations, and collaborative learning
- **Friendship** – working together, discussing ideas, and supporting peers
- **Hope** – fostering aspiration, resilience, and belief in success

Our intent is that all pupils leave St Francis CE Primary School with a **secure mathematical foundation**, confidence in their abilities, and the skills needed to apply mathematics effectively in everyday life and future learning, enabling them to **live life in all its fullness**.

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Implementation: Early Years

In the Early Years at **St Francis CE Primary School**, the impact of mathematics is seen in children who are confident, curious, and enthusiastic about exploring number, pattern, shape, and measure. Maths learning supports the **EYFS framework** and aligns with **Development Matters**, particularly within **Mathematics – Number and Numerical Patterns**.

Children develop early **number sense**, counting skills, and an understanding of quantity, comparison, and pattern through practical, play-based, and adult-led activities. They use concrete resources to explore mathematical ideas, building strong foundations for later learning.

Children demonstrate **courage** when trying new challenges, **friendship** and **trust** when solving problems together, and **peace** through calm routines and structured exploration. Celebrating success and effort nurtures **thankfulness** and **hope** in their own abilities.

By the end of the Early Years, children have developed a secure foundation in **early mathematical understanding**, confidence with number, and a positive attitude towards maths, preparing them to build on this learning in Key Stage 1 and beyond, supporting them to **live life in all its fullness**.

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Implementation:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Place Value (Within 10) Addition and subtraction (within 10)	Addition and subtraction (within 10) cont Shape	Place Value (20) Addition and Subtraction (20)	Place Value (50) Length and height Mass and Volume	Multiplication and Division Fractions Position and direction	Place value (100) Money Time
Year 2	Place Value Addition and Subtraction	Addition and Subtraction cont Shape	Multiplication and Division Shape	Money Measure – length and height Measure – mass, capacity and temperature	Fractions Time	Time Position and Direction
Year 3	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and perimeter	Fractions Mass and Capacity	Fractions Money Time	Time Shape Statistics
Year 4	Place Value Addition and Subtraction	Area Multiplication & Division	Multiplication & Division Length & perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and direction
Year 5	Place Value Addition and Subtraction Multiplication & Division	Multiplication & Division Fractions	Fractions Decimals and percentages	Perimeter & area Statistics	Shape Position and Direction Decimals	Decimals cont Negative numbers Converting units Volume
Year 6	Place Value Addition, Subtraction, Multiplication & Division	Fractions Converting units	Fractions, Decimals & percentages	Area, perimeter and volume Ratio Shape	Algebra Statistics Position and Direction	Themed project – Tenner challenge.

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Progression:

Core Principles of our Maths curriculum

- **Number First:** Builds strong foundations in number (place value, operations) as the core of all math.
- **Depth Before Breadth:** Children master concepts deeply before moving on, preventing gaps.
- **CPA Approach:** Uses physical objects (Concrete), drawings (Pictorial), and numbers/symbols (Abstract) for understanding.
- **Fluency, Reasoning, Problem Solving:** Develops all three skills, often integrated into tasks.
- **Collaborative Learning:** Encourages talking and working together to deepen understanding.

Progression Example: Place Value

- Early Years/Year 1: Numbers to 10/20, comparing $<$, $>$, $=$.
- Year 2: Numbers to 100, place value (tens and ones).
- Year 3: Numbers to 1000 (hundreds, tens, ones).
- Year 4: Numbers beyond 1000, rounding to nearest 10, 100, 1000.
- Later Years: Solving problems, using place value for more complex calculations, and introducing algebra concepts.

See separate progression document for further detail.

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Impact:

At **St Francis CE Primary School**, the impact of our Mathematics curriculum is seen in confident, resilient pupils who demonstrate strong mathematical understanding and a positive attitude towards learning maths. Through the **White Rose Maths** approach, children make sustained progress in their mathematical knowledge and skills as they move through the school.

Pupils demonstrate secure:

- **Declarative knowledge**, recalling key facts, vocabulary, and concepts accurately
- **Procedural knowledge**, applying efficient and reliable methods to calculations
- **Conditional knowledge**, selecting appropriate strategies and explaining their reasoning clearly

Children can articulate their mathematical thinking using appropriate language, apply their learning to solve problems, and make connections across different areas of mathematics. They show increasing independence, accuracy, and flexibility in their approaches.

Our Christian values are reflected in pupils' attitudes and learning behaviours:

- **Courage** in problem-solving and tackling challenging tasks
- **Peace** through focused, structured learning and reasoning
- **Thankfulness** through recognition of progress and effort
- **Trust** in methods, representations, and peer collaboration
- **Friendship** through mathematical discussion and shared problem-solving
- **Hope** through resilience, aspiration, and confidence in success

Mathematics contributes significantly to pupils' **cognitive development, resilience, and reasoning skills**, supporting learning across the wider curriculum.

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By the time pupils leave St Francis CE Primary School, they have developed the **fluency, reasoning, and problem-solving skills** required for secondary education and everyday life, with the confidence to apply mathematics independently and effectively, enabling them to **live life in all its fullness.**

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