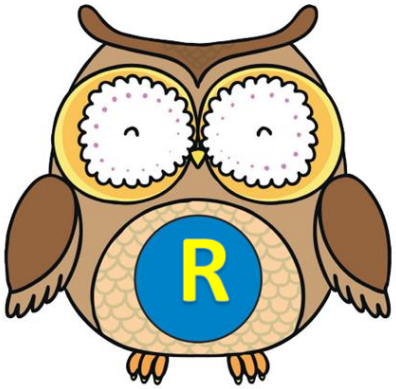
Reception Class Mathematics	Intent	Implementation	Impact
	At St John Vianney Catholic Primary School, we recognise that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. We aim to provide a high-quality mathematics education with a mastery approach so that all children: • become fluent in the fundamentals of mathematics; • reason mathematically; • can solve problems by applying their mathematics. (National Curriculum 2014) Our intent for mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area. Staff are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused and maths is kept fun and current in school. Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policies, resources and schemes support our vision e.g. our calculations policy linked to our Mastery Text Book resource, Power Maths, which is based on White Rose Maths, and NCETM Teaching for Mastery. The mapping of Mathematics across school shows clear progression in line with age-related expectations and the National Curriculum. Mathematics in our school is enhanced by our focus on additional practise of key mathematics skills through Assertive Mentoring Weekly Skills Checks and our focus on key instant recall facts (KIRFs). We promote and encourage over learning of key facts through our use of Numbots and TT Rockstars competitions. We constantly seek to improve our provision and we are proud of enhancements made through our collaboration with partner schools within our M.A.C. and our work to develop our mastery approach to mathematics through our involvement with the Central Maths Hub.	The curriculum hours for mathematics are non-negotiable and followed by all staff. Teachers plan three lessons with a number focus per week and two lessons linked to either geometry, statistics or measures. Knowledge organisers linked to each of the mathematical areas, support the children with their learning. High quality teaching responds to the needs of children. Teachers use questioning well and aim to identify and address any misconceptions at an early stage. Planning: Lessons are planned and sequenced so that new knowledge and skills build on previous learning. Staff refer to the Calculation Policy when teaching formal methods but also understand that sometimes children find their own efficient methods along the way. Number bonds and times tables practice take place weekly to give children the opportunity to practise and improve their rapid recall of key mathematics facts. Teaching: At St John Vianney we employ a variety of teaching styles and opportunities for children to learn and develop their Mathematical skills and competencies, both individually and collaboratively. Our pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing. Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems. Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.	The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun and where it is accepted that sometimes we will make errors on our journey to finding an answer. The children understand that learning from mistakes is a key skill. The children's Mathematics books demonstrate the use of a range of activities and show evidence of fluency, reasoning and problem solving. Positive verbal and written feedback and early intervention support the children to strive to be the best mathematicians they can be and ensure that a greater proportion of children are on track. The Mathematics leader, in collaboration with the Senior Leadership Team, takes responsibility for the monitoring of the Mathematics curriculum and the standards achieved by the children. The Mathematics leader monitors for appropriate pitch and progression at least once every half term. This monitoring takes the form of: • Lesson observations with written feedback; • Learning walks and pupil voice conversations; • Planning scrutiny followed by support where necessary; • Book scrutiny per term; • Termly data analysis; • Moderation with other Mathematic Subject Leaders with the M.A.C. Data is collected half-termly and reported to SLT. All teachers contribute to a termly Pupil Progress Meetings, where the data is analysed to highlight those pupils not meeting expectations. The meetings focus on target setting and identifying the next steps to support the children to make good or better progress.

Number	Number	Number	Number	Number	Number	Shape, Space and Measures	Shape, Space and Measures
I can count forwards /backwards from 0 to 5.	I can correctly order numbers 0-5.	I can count out up to 10 objects.	I can find 1 more and 1 less than numbers up to 10.	I can subtract smaller numbers from larger numbers by counting the number of objects that are left.	I can solve problems involving halving numbers to 20.	I can identify common 2D shapes.	I can use vocabulary related to weight.
I can count forwards/backwards from 0 to 10.	I can correctly order numbers 0-10.	I can correctly count out more than 10 objects.	I can find the total number of objects in two groups by counting them altogether.	I can add two single digit numbers by counting on.	I can share objects equally.	I can describe the properties of 2D shapes	I can use vocabulary related to length.
I can count forwards/backward from 0 to 20.	I can correctly order numbers 0-20.	I can count actions or objects that cannot be moved.	I can use language related to addition.	I can subtract smaller numbers from larger numbers by counting back		I can identify common 3D shapes.	I can use vocabulary related to capacity.
I can recognise numerals 0-5.	I can correctly match numeral and quantity.	I can count up to 6 objects from a larger group.	I can use language related to subtraction.	I can find the double of a number to 5.		I can describe the properties of 3D shapes.	I can record, using marks to interpret and explain.
I can recognise numerals 0-10.	I can count out up to 3 objects.	I can compare two groups of objects - identifying which has fewer/more.	I can estimate how many objects are in a group.	I can find the double of a number to 10.		I can use positional language.	I can use language relating to time.
I can recognise numerals 0-20.	I can count out up to 5 objects.	I can find 1 more and 1 less than numbers up to 5.	I can add two single digit numbers by counting the total number of objects.	I can solve problems involving halving numbers to 10.		I can recreate a simple pattern.	I can use everyday language relating to money.

End of Foundation Stage Outcomes

Early Learning Goal – Numbers
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Early Learning Goal – Shape, Space and Measures
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.