****

**Statement of Intent for Mathematics**

Through our mathematics teaching at St. Michael’s Infant School, we intend to:

* develop children’s mathematical confidence, creativity and curiosity
* provide children with a secure conceptual understanding of number, the number system and the four operations
* support children to develop fluency in recalling number facts and procedures so that they are able to calculate efficiently
* develop children’s ability to reason using mathematical vocabulary and to problem-solve so that they can work cooperatively to solve unfamiliar problems and to explain their thinking
* help children to see the value and importance of mathematics within everyday life and the world around them

We have chosen to use the White Rose Maths (WRM) framework to structure our planning, as we recognise that this meets all the criteria from the Education Endowment Foundation Guidance Report on ‘Improving Mathematics in the Early Years and Key Stage 1’. It provides clear models of developmental progression, strong, consistent mathematical representations, suggestions for links with stories and the wider environment, and planned opportunities for the explicit teaching of mathematical vocabulary and reasoning. Using White Rose Maths as a guiding light, teachers will:

* Use a small steps approach to planning for developmental progression, ensuring that children have ample time to secure early mathematical concepts (e.g. the counting principles)
* Ensure that mathematics is integrated throughout the school day, exploring and reinforcing mathematical vocabulary through stories, games, daily routines and across the curriculum to support children’s reasoning skills
* Use a clear concrete-pictorial-abstract approach to the teaching of mathematical concepts and procedures, selecting manipulatives and representations carefully to support children to develop understanding and create their own representations of mathematical problems
* Ensure that mathematics teaching builds on what children already know, using ‘Flashback four’ to support retrieval of prior knowledge, and assessment for learning techniques such as observation, assessment tasks and discussion to inform next steps in learning
* Implement timely high-quality, targeted support for children who need it, using evidence-based approaches and making explicit connections with everyday teaching