Bletchingley Village Primary School

Aiming High
Working Together
Achieving Our Best

Maths Curriculum at Bletchingley Village Primary School and Nursery

Intent, Implementation and Impact

Intent	Implementation	Impact
At Bletchingley, we want every child to feel confident and successful in maths. Our aim is for pupils to see maths as enjoyable, creative, and useful in everyday life. We help children to: • build a strong understanding of numbers and place value, • learn their times tables and number facts, and • move confidently between practical, visual, and written maths. We use a mastery approach, which means children take small, steady steps in their learning. This helps them really understand the "why" as well as the "how" of maths. In every classroom, pupils use practical resources (manipulatives) to make sense of new ideas and apply their learning in different ways. We also make the most of our outdoor space to provide fun, hands-on experiences that bring maths to life. Our goal is for all children to develop the skills, confidence, and enjoyment that will help them use maths throughout their lives.	At Bletchingley, we follow a mastery approach from the Early Years Foundation Stage through to Key Stage 2. Children are taught mathematical concepts in depth, progressing through small, carefully sequenced steps to develop a deep, lasting understanding. Place value forms the foundation of our number system, and each year group revisits this strand before moving on to calculation and other areas of mathematics, including measurement, fractions, and geometry. Our curriculum draws on the expertise of the NCETM and Oak Academy to ensure learning builds on prior knowledge, consolidates understanding, and strengthens new skills. In Key Stage 1, children develop a secure understanding of number composition and place value through focused, short-burst "Mastering Number" sessions held four times a week. These sessions complement the main mathematics	At Bletchingley, attainment in mathematics is measured using statutory assessments at the end of Key Stage 1 and Key Stage 2, with results benchmarked against national expectations. By the end of Key Stage 2, we expect children to calculate efficiently with understanding and competence at an age-appropriate level in preparation for secondary school. Pupils are also expected to demonstrate confidence and understanding across other mathematical strands, including fractions, algebra, measurement, and geometry. The impact of our mathematics curriculum is evaluated through a range of methods: • Assessment of Early Learning Goals in Number and Numerical Patterns. • End of Key Stage 1 and Key Stage 2 statutory assessments. • The Year 4 Statutory Multiplication Check in the summer term. • Ongoing mathematics assessments, including daily times table practice,

	lessons, reinforcing key concepts and building a strong foundation for future learning. Alongside these sessions, children are encouraged to develop fluency in calculation, apply their understanding to solve problems, and explain their reasoning. By combining practice, discussion, and problem-solving, pupils deepen their mathematical understanding and gain confidence to approach new concepts with resilience and curiosity. In Key Stage 2, children develop times table fluency through short daily lessons that explicitly teach number facts and patterns, supported by oral rehearsal. Daily recall activities are also embedded to enhance arithmetic fluency and reinforce understanding of mathematical methods. Throughout the curriculum, rich mathematical vocabulary is taught explicitly, and children are encouraged to explain their reasoning and articulate the "why" behind their methods. This approach fosters a collaborative, safe learning environment where pupils learn from one another, develop resilience, and respect the ideas and contributions of their peers. Children are also guided to deepen their learning by showing, explaining, proving, and representing their answers, ensuring they develop both	"cold" and "hot" tasks at the start and end of each unit, whole-school termly assessments, and Mastering Number assessments. • Use of the Ready to Progress Framework to identify appropriate starting points for each new concept or block of teaching. • Monitoring of teaching and learning through learning walks, pupil voice, book looks, teachers' planning, and professional dialogue with teaching and support staff. This comprehensive approach ensures that children's progress is tracked effectively, next steps in learning are accurately identified, and consistency in teaching and planning is maintained across the school. It also informs professional development, ensuring all staff are supported to deliver high-quality mathematics teaching.

	conceptual understanding and problem-solving skills.	