

Mathematics Curriculum Intent – RAISE

Our Vision for Mathematics

At our school, Mathematics equips pupils with the knowledge, understanding and confidence they need to make sense of the world, solve problems and think logically. Through Mathematics, pupils develop fluency, reasoning and resilience while learning how mathematical thinking underpins everyday life and future learning.

Through a carefully sequenced curriculum built upon the **White Rose Maths Scheme** and informed by the **Ready to Progress Criteria**, pupils develop:

- secure number sense
- fluency in calculation
- mathematical reasoning
- problem-solving skills
- confidence in applying mathematics in a range of contexts

Our Mathematics curriculum is underpinned by the principles of **RAISE** and guided by **Proverbs 22:6**:

“Train up a child in the way he should go, and when he is old he will not depart from it.”

Through Mathematics, we intentionally train pupils to think logically, persevere through challenge, communicate reasoning clearly and develop confidence in their ability to succeed.

R – Retention

Securing mathematical knowledge in long-term memory

The Mathematics curriculum is carefully sequenced so that important knowledge, number facts, methods and concepts are revisited and strengthened over time.

Pupils repeatedly return to key mathematical domains, including:

- number and place value
- addition, subtraction, multiplication and division
- fractions, decimals and percentages
- geometry
- measurement
- statistics and algebraic thinking

Key knowledge is deliberately prioritised, including:

- number bonds and multiplication facts
- efficient calculation strategies
- mathematical vocabulary
- understanding of mathematical structures and relationships

Retention is strengthened through:

- daily retrieval and fluency practice
- revisiting prior learning within new contexts
- small-step progression through concepts
- regular reasoning and application opportunities

This ensures pupils develop secure mathematical understanding rather than isolated procedural knowledge.

A – Articulate

Communicating mathematical thinking clearly and confidently

Pupils are taught to articulate mathematical understanding using precise vocabulary and clear reasoning.

Mathematics lessons provide opportunities for pupils to:

- explain methods and strategies
- justify answers and decisions
- discuss patterns and relationships
- reason mathematically
- evaluate efficiency and accuracy

Teachers explicitly model mathematical language and sentence structures so pupils learn to communicate like mathematicians.

Articulation in Mathematics includes:

- verbal reasoning
- partner discussion
- explaining methods step-by-step
- interpreting mathematical representations
- written justification and proof

As pupils progress through school, they move from describing calculations to explaining increasingly sophisticated mathematical reasoning with confidence and precision.

I – Inspire

Curiosity, resilience and relevance in mathematics

Mathematics is taught as a subject that inspires confidence, curiosity and problem-solving.

Pupils are inspired through:

- practical and investigative tasks
- problem-solving opportunities
- exploration of patterns and relationships
- real-life mathematical application
- opportunities to reason and think deeply

The curriculum helps pupils recognise the importance of mathematics within:

- everyday life
- science and technology
- finance and enterprise
- engineering and design
- the wider world around them

Inspiration comes through pupils realising that mathematics is not simply about getting answers, but about thinking logically, solving problems and persevering through challenge.

Mathematics encourages pupils to become resilient, reflective and confident learners.

S – Strong Foundations

Building secure foundations for future mathematical learning

The curriculum is carefully sequenced to ensure pupils develop strong foundational mathematical knowledge and understanding over time.

In line with the wider Ofsted and DfE emphasis on strong foundational learning, Mathematics prioritises:

- secure number sense
- fluency in core calculation
- conceptual understanding before acceleration
- mathematical vocabulary and representation
- reasoning and problem-solving from an early stage

Pupils progress systematically from:

- concrete understanding and practical manipulation
to
- increasingly abstract reasoning and efficient application

Strong foundations are built through:

- small-step teaching sequences
- concrete, pictorial and abstract representations
- frequent retrieval and practice
- carefully sequenced progression
- deep exploration of concepts before moving on

This ensures pupils are fully prepared for increasingly complex mathematical learning at the next stage of education.

E – Everyone Succeeds

Inclusive, ambitious and accessible mathematics for all

Mathematics is a subject for every pupil.

The curriculum is designed to ensure all learners can access ambitious mathematical learning and experience success regardless of starting point or additional need.

Lessons are:

- highly structured
- scaffolded where appropriate
- rich in modelling and representation
- built around discussion and reasoning

Adaptive teaching strategies include:

- concrete manipulatives and visual representations
- worked examples and guided practice
- scaffolded reasoning and vocabulary support
- carefully structured fluency practice
- targeted intervention and pre-teaching where necessary

SEND pupils are supported to access the same ambitious curriculum while maintaining high expectations.

Everyone succeeds means ensuring all pupils:

- develop confidence in mathematics
- experience success and challenge
- build resilience when solving problems
- understand that mathematical ability can grow through practice and effort

Proverbs 22:6 – The Enduring Purpose of Mathematics

In line with Proverbs 22:6, our Mathematics curriculum seeks to train pupils in habits of logical thinking, perseverance and precision that will guide them beyond school.

Through RAISE, Mathematics develops:

- resilience and perseverance

- logical and analytical thinking
- confidence in solving problems
- precision and accuracy
- reasoning and reflective thinking

What pupils learn in Mathematics is designed not to be temporary procedural knowledge, but enduring understanding and habits of thinking that support success throughout life.