



What does numeracy across the curriculum look like?

Our aim is that our pupils will leave us as fluent, able mathematicians who love maths. We actively discourage children and adults from saying 'I don't like maths' and 'I'm no good at maths'. We recognise that maths is everywhere, all day, every day and we don't apologise for doing lots of maths.

We give time to memorising tables facts, also phone numbers, nursery rhymes etc to build up memory capacity. A fluent knowledge of times tables is expected by Year 4.

Pupils are taught to be mentally agile through daily mental arithmetic activities.

Assessment dialogue with pupils focuses on 'Are you sure?' 'Can you prove it?' How did you do that? – encouraging them to find where they have gone wrong rather than marking something right or wrong.

Daily maths skills lessons take place in the mornings, with longer lessons weekly to learn and use problem solving skills. There is an emphasis on developing mathematical vocabulary, practical, hands on learning, independence and use of real life scenarios. Opportunities are given to use and consolidate maths skills through topic work.