

## St. Cuthbert's Catholic Primary School: The Five Big Ideas of Maths



At St Cuthbert's, we provide children with a mastery curriculum and believe that all children can achieve well in maths. Since mastery is what we want pupils to acquire, rather than teachers to exhibit, we use the phrase 'teaching for mastery' to describe the range of elements of classroom practice and school organisation that combine to give pupils the best chances of mastering mathematics.

Mastering maths means acquiring a deep, long-term, secure and adaptable understanding of the subject. At any one point in a child's journey through school, achieving mastery is taken to mean acquiring a solid enough understanding of the maths that has been taught to enable fluency, flexibility and the ability to progress to more advanced material.

To support us in this, we ensure that children move through the 'Five Big Ideas of Maths'.

Area of Maths	Explanation	Examples found in
<b>1.Representation and structure</b>	Presenting mathematical concepts in a range of ways to ensure a secure understanding. This includes the use of a range of resources and the concrete, pictorial, abstract (CPA) approach to mathematical teaching.	Use of CPA approach during topics Provision of resources to all pupils Examples chosen during activities
<b>2.Mathematical Thinking</b>	Giving children the opportunity to discuss and describe their thinking. Ensuring questions chosen support this.	Modelled thinking by teacher during input Discussion of calculations during lessons Careful resource choices Use of teacher questioning Provision of extension opportunities

<b>3.Fluency</b>	Providing children with the chance to practice mathematical concepts, with the aim of increasing success and efficiency.	Arithmetic sessions Activities chosen during lessons Guided practice activities Emphasis on key skills – multiplication etc
<b>4.Variation</b>	Careful attention paid to lesson design, with the aim of highlighting features of a concept.	Examples chosen when modelling Activities/questions chosen during lessons Arithmetic sessions
<b>5.Cohesion</b>	Ensuring lessons and sequences of lessons are planned to allow small steps of learning, with the aim of ‘keep up not catch up’	Use of long term plan to ensure progression Linking lessons to arithmetic, knowledge and number sense to aid understanding and efficiency Linking White Rose Maths planning to Ready to Progress document, to ensure children have skills needed.