St Laurence Catholic Primary School

Mathematics Curriculum Statement – Intent, Implementation and Impact

September 2026

Intent – What do we want our pupils to achieve in Mathematics?

At St Laurence Catholic Primary School, we believe that every child can succeed in mathematics. We aim to develop confident, resilient and curious mathematicians who have a deep, secure and connected understanding of mathematical concepts and can use mathematics confidently in everyday life.

Our mathematics curriculum is underpinned by a teaching-for-mastery approach. We want children to develop:

- Fluency – developing secure knowledge of key number facts, relationships and procedures so that these become increasingly automatic.
- Conceptual understanding – understanding the mathematics behind procedures and making connections between different areas of learning.
- Mathematical reasoning – using precise mathematical vocabulary to explain, justify and communicate their thinking.
- Problem solving – applying their mathematical knowledge to a range of problems and unfamiliar situations.
- Resilience and confidence – understanding that making mistakes, exploring ideas and experiencing productive struggle are important parts of learning mathematics.

In Years 1–4, we use the NCETM Curriculum Prioritisation materials to ensure that learning is carefully sequenced and that the most important mathematical knowledge is secured before pupils move on. The curriculum gives appropriate time to key concepts and supports pupils to develop the strong foundations needed for future mathematical learning.

We aim for children to know more, remember more and be able to use what they know. Challenge is provided through deepening understanding and applying knowledge rather than simply moving pupils on to content from the next year group.

Implementation – How do we teach Mathematics?

In Years 1–4, mathematics is taught through the NCETM Curriculum Prioritisation framework, which provides a coherent sequence of learning across the year. The framework is linked to the ready-to-progress approach and supports teachers in prioritising the key knowledge and understanding pupils need to secure.

Lessons are carefully sequenced so that children can connect new learning to what they already know. Previous learning is revisited regularly, and teachers identify and address misconceptions or gaps before pupils move forward.

- All pupils are supported to access the same core mathematical learning, with appropriate scaffolding and intervention where required.
- New concepts are broken down into small, carefully sequenced steps.
- Teachers use questioning, discussion and mathematical talk to develop children's understanding and reasoning.
- Children are encouraged to explain their thinking, justify their answers and use precise mathematical vocabulary.
- Mathematical ideas are explored through concrete, pictorial and abstract representations, enabling pupils to move between different representations and develop secure conceptual understanding.
- Fluency, conceptual understanding and reasoning are developed together, rather than being treated as separate elements of mathematics.
- Intelligent practice and regular retrieval help children to secure and retain important mathematical knowledge.
- Children who grasp concepts quickly are challenged through deeper reasoning, rich problems and varied applications rather than simply being accelerated onto new curriculum content.
- Teachers use formative assessment throughout lessons to identify misconceptions and respond quickly through questioning, modelling, additional practice and intervention.

Daily fluency practice, including Mastering Number, supports children to develop number sense, recall key facts and understand additive and multiplicative relationships.

Mathematical journals and working walls support pupils in recording their thinking, representations, mathematical vocabulary, stem sentences and methods. They provide children with accessible models and examples that support independence and future learning.

Years 5–6

In Years 5–6, pupils continue to develop their mathematical understanding through a mastery approach. Pupils follow Power Maths, supported by workbooks and resources, and use mathematical journals to record their thinking, representations, mathematical vocabulary and challenge work. Daily fluency is strengthened through the Power Up programme. Teaching continues to develop fluency, reasoning and problem solving, with pupils expected to apply key skills in a wider range of contexts. Challenge focuses on depth of understanding rather than moving pupils too quickly through the curriculum.

Impact – What will our pupils know, understand and be able to do?

The impact of our mathematics curriculum is that children become fluent, confident, resilient and increasingly independent mathematicians.

By the end of each year, pupils will have secured the key mathematical knowledge and understanding identified within the curriculum sequence and will be ready to progress to the next stage of their mathematical learning.

We know that children are making progress when they can:

- recall and use important mathematical facts with increasing fluency;
- demonstrate a secure understanding of mathematical concepts rather than simply follow a procedure;
- use concrete, pictorial and abstract representations to demonstrate their understanding;
- make connections between different areas of mathematics;
- explain their mathematical thinking using appropriate vocabulary;
- reason, justify and prove their ideas;
- apply their knowledge to solve problems, including unfamiliar problems;
- recognise and correct misconceptions;
- work with increasing independence and resilience;
- retain and apply previously taught knowledge in new contexts.

Assessment is an integral part of teaching. Teachers use questioning, observation, pupil responses, independent work and end-of-unit checks to identify what pupils know, understand and need to revisit. Assessment information is used to address gaps and inform subsequent teaching.

A mathematical concept or skill is considered secure when a child can show their understanding in multiple ways, use mathematical language to explain their ideas and independently apply the concept to new problems or unfamiliar situations.

Across Years 1–6, our aim is that pupils develop the mathematical knowledge, understanding, fluency, reasoning and problem-solving skills needed to become confident mathematicians and to prepare successfully for the next stage of their education and for future life.