

Maths

At Queenborough our aim is to develop confident, fluent and resilient mathematicians. Our mathematics curriculum is rooted in the 2014 National Curriculum for Mathematics and is designed to develop children who are confident, curious and resilient mathematicians. Across the school, children develop the three key areas of fluency, reasoning and problem solving, making connections between mathematical concepts and applying their knowledge in increasingly varied and challenging contexts.

Key Stage 1

By the end of Key Stage 1, the curriculum builds a secure understanding of number, place value and the four operations, while continuing to strengthen reasoning, practical application and early fluency. A key focus is Mastering Number, which supports children in developing a strong and secure foundation in number sense, including subitising, composition of number, efficient counting strategies and fluency with key number facts. Through regular, carefully sequenced teaching and opportunities to use practical resources and representations, children develop a deep conceptual understanding of number that they can build upon throughout their mathematical journey. Children develop confidence with mathematical language and are encouraged to explain their thinking, make connections and apply their knowledge to increasingly varied problems.

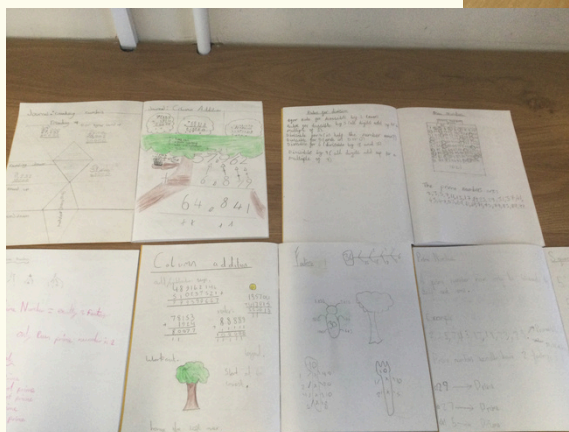
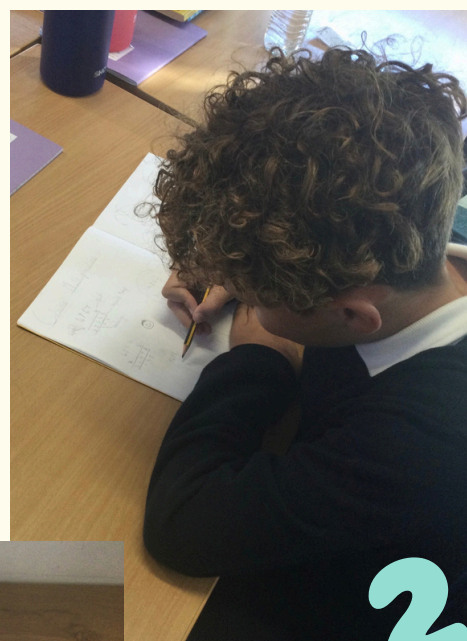


Key Stage 2

By the end of Key Stage 2, pupils build on these strong foundations, extending their understanding to larger numbers, efficient written methods, fractions, decimals, percentages, measurement, geometry and statistics. As pupils progress, there is an increasing emphasis on fluency, reasoning, precision and multi-step problem solving. The secure number sense and fluency developed in Key Stage 1 enable children to tackle more complex mathematical concepts with confidence and independence. Pupils are encouraged to select efficient strategies, make connections between different areas of mathematics, explain and justify their reasoning, and apply their knowledge to unfamiliar and real-life contexts. This progression ensures that children not only know mathematical procedures, but develop a deep conceptual understanding of why mathematics works and how it can be applied.

Maths Journaling

In Key Stage 2, our Maths Journals provide children with an opportunity to showcase their mathematical knowledge and conceptual understanding. They allow pupils to record their methods, representations, reasoning and reflections, demonstrating how their mathematical thinking develops over time. The Maths Journals stay with the children allowing them to continually refer back to these.



Times Tables Rockstars and Numbots

We use Times Tables Rock Stars and Numbots to support children in securing essential mathematical knowledge through regular practice. These platforms provide engaging opportunities for children to develop automatic recall, fluency and confidence with number facts and multiplication and division facts.

Regular practice complements classroom learning and helps children to develop the rapid recall needed to access increasingly complex mathematical thinking. This is particularly important as pupils progress through Key Stage 2, where secure multiplication and division facts underpin many areas of the curriculum.

We also value parental engagement and provide opportunities for families to take part in Times Tables Rock Stars and Numbots events. These events encourage children and parents to celebrate mathematical achievement together and promote positive attitudes towards practising mathematics at home.

Working with the Wider Community

We recognise that strong mathematics education is strengthened through collaboration beyond our own school. To support the ongoing professional development of staff we work closely alongside the Kent and Medway Maths Hub. This allows us to collaborate to continually improve teaching and learning.

We also seek opportunities to link with local secondary schools, sharing knowledge and approaches to mathematics teaching and supporting a smooth transition from Key Stage 2 to Key Stage 3 wherever possible. By developing these partnerships, we aim to ensure that pupils leave primary school with the knowledge, skills, confidence and positive attitudes they need to continue their mathematical journey successfully.

