



Maths Policy

Approved by:
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Signed by:

Headteacher

Date: February 2026

Chair of governors

Date: February 2026

At Pear Tree Infant School, we aim to offer pupils a rich learning environment, which encompasses Mathematics in all areas of learning. We pride ourselves in ensuring that pupils will enjoy the subject and study it with confidence and a sense of achievement. The wide range of mathematical opportunities offered, at Pear Tree Infants, ensures that children become fluent in the fundamentals of mathematics so that pupils develop conceptual understanding and the ability to recall and apply mathematical knowledge rapidly and accurately.

In order to ensure that the mathematical concepts taught and practised are fully embedded, we present pupils with concrete, pictorial and abstract approaches to help solve problems by applying their mathematical skills with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. We are passionate about enabling pupils, to take ownership of their mathematical learning by facilitating opportunities which encourage them to follow a line of enquiry.

Our aim for pupils at Pear Tree Infant school is to be able to engage in mathematical reasoning and articulate their mathematical journey when problem solving. In order to make this task accessible and enjoyable we have introduced character associations which allow children to explain, convince, prove and use their chosen methods with an increasing degree of confidence.

The planning and teaching of mathematics across Key stage one and the Early Years Foundation Stage will be based on a mastery approach, ensuring that there is clear progression in mathematical concepts and consistency in the mathematical terminology used across the two key stages.

The teaching and learning of Mathematics at our school

KS1

The fundamental skills, knowledge and concepts of the Mathematics are set out in the National Curriculum programmes of study. They are organised into distinct domains although pupils should make rich connections across mathematical ideas to develop arithmetical proficiency, mathematical reasoning and competence in solving increasingly sophisticated problems.

The areas covered include:

- Place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Geometry - shape, position, direction and statistics

The principle focus of mathematics teaching in Key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations. In year one, children will use a range of concrete resources for counting and will use manipulatives and a number lines to solve problems. At this stage, pupils should also develop their ability to recognise, describe, compare and sort different shapes and use related mathematical vocabulary. Teaching will also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. Pupils will read and write numbers, in numerals and words, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Pupils who grasp concepts rapidly will be challenged through being offered reasoning challenges. Children may be asked to explain something using mathematical vocabulary, prove something in a different way, use their knowledge and skills to solve worded problems or convince an adult or their peers why an answer is right or wrong.

We offer pupils with special needs a fully inclusive maths curriculum, through the mastery approach, ensuring that the work planned is matched carefully to their individual needs. The planned teaching and learning will show links with other subjects and topics across the curriculum.

EYFS

At Pear Tree Infant School, we aim to make Maths meaningful and purposeful for our younger children. Where possible, concepts should be taught in the context of real life. Children in the Early Years Foundation stage follow the Foundation Stage Curriculum for Mathematics, as they make progress towards and beyond the Early Learning Goals.

Children are presented with a range of mathematical opportunities to develop and improve their skills in counting, understanding and using number, calculating simple addition and subtraction problems as well as recognising developing their understanding of shape, space and measures.

At Pear Tree Infant school our approach to mathematics is based on the concrete, pictorial, abstract (CPA) approach:

Concrete

Concrete is the “doing” stage, using concrete objects to model problems.

Pictorial

Pictorial is the “seeing” stage, using representations of the objects to model problems.

Abstract

Abstract is the “symbolic” stage, where children are able to use abstract symbols to model problems.

This approach develops children’s understanding at a deeper level and helps children learn new ideas and build on their existing knowledge by introducing abstract concepts in a more familiar and tangible way.

One of the aims under the Characteristics of Effective Learning is ‘creating and thinking critically.’ Children are encouraged to make links, find new ways to do things, solve problems, change strategies as needed, make predictions and develop ideas of grouping, sequencing, cause and effect.

Offering children, a wide range of mathematical opportunities that are linked across the curriculum and the wider world, remains instrumental to the progress children make. Engaging children in practical mathematical problem solving at an early age is an important way of learning. It motivates children to connect previous knowledge with new situations and to develop flexibility and creativity in the process. It is essential that children see themselves as successful problem solvers who relish a challenge and can persist when faced with unfamiliar challenges.

The Calculation Policy highlights what children will aim to do by the end of each academic year.