



# Mathematics

Subject Leader Report  
2024-2025



Subject Leader: Andy Done

## Autumn Term

This term has been a productive and enriching one for mathematics at Masefield Primary School. The Maths Leader has been actively involved in monitoring and supporting the development of mathematics across all key stages. This has included observing lessons, conducting learning walks, reviewing pupils' books, engaging with children, and refining the teaching procedures to ensure high-quality maths provision. These efforts are part of our ongoing commitment to strengthen the teaching and learning of mathematics and support pupils' progress across the school.

### Early Years Foundation Stage (EYFS - Nursery and Reception):

In EYFS, children have been focusing on basic number recognition. It has been wonderful to observe how pupils have engaged with number songs and used the Numberblocks characters to reinforce their understanding of numbers. The learning environment, both indoors and outdoors, has been carefully designed to integrate mathematics into continuous provision and play. This has enabled children to develop their early number sense in a natural and engaging way, demonstrating the importance of a rich, hands-on learning environment in the early stages of education.

### Key Stage 1 (KS1 - Year 1 and 2):

In KS1, the focus has been on mastering place value, as well as developing confidence in simple addition and subtraction. The use of part-whole models has helped deepen pupils' understanding of these key concepts. Additionally, children have been developing their mathematical fluency through the Fluency Bee programme, which has been a great enrichment tool. It has been evident in their work that this has supported them in becoming more confident and adept at recognising numerical patterns. The progress in fluency and number sense has been a highlight this term, and pupils are beginning to show increased confidence in their ability to tackle basic arithmetic tasks.

### Lower Key Stage 2 (LKS2 - Year 3 and 4):

In LKS2, pupils started the term by consolidating their understanding of place value and addition/subtraction before moving on to multiplication and division. A key focus has been on developing automaticity with times tables, an essential skill in mathematics. Pupils have been using a variety of methods to recall times tables quickly, and we have been reinforcing this learning through platforms such as TT Rockstars and One Minute Maths. The aim is for all children to become fluent in recalling their times tables by heart, which will further support their learning in multiplication, division, and problem-solving. This focus will continue next term as we build on this foundation.

### Upper Key Stage 2 (KS2 - Year 5 and 6):

In UKS2, pupils have been learning to solve more complex problems involving multiplication and division. They have developed fluency in the formal operations and are now applying this knowledge in reasoning and problem-solving scenarios. This focus on applying skills in context is helping pupils to think critically and develop a deeper understanding of how mathematics can be used in real-life situations. The emphasis on reasoning and problem-solving will continue to be a key focus, as these are vital skills for success at the end of KS2 and beyond.

### Next Steps:

Looking ahead, the next steps in mathematics at Masefield Primary School will be to continue to enhance staff knowledge through adaptive teaching practices and the use of concrete resources to scaffold learning. This approach will ensure that all children, regardless of their starting point, are supported to make progress in their mathematical learning. Additionally, there will be a continued focus on developing pupils' fluency and problem-solving skills, ensuring that they are confident, capable mathematicians as they move through the school.

### Conclusion:

Overall, it has been an exciting and successful term in mathematics at Masefield Primary School. The consistent focus on developing fluency, reasoning, and problem-solving skills across all key stages has led to noticeable progress in pupils' mathematical understanding. We look forward to continuing this momentum into the next term, with an ongoing commitment to high-quality teaching and learning in mathematics.



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