Furness Vale Primary and Nursery School

Maths

INTENT

Communication

At Furness Vale, our Maths curriculum ensures all children build communication skills through collaborative work between teachers and students, with a big emphasis on the use of talk partners. We use a variety of ways to ensure that all members of the classroom work collaboratively to give reasons, be inquisitive and question answers when working through a problem, including: Maths games, regular partner talk, use of manipulatives and small group activities. We encourage students to use taught and learnt vocabulary to help notice patterns and ask for help when needed, either from a teacher or a peer.

Independence

We promote independence in Maths at Furness Vale by ensuring that all children challenge themselves by attempting a question or reasoning problem before asking for help. This is developed by children understanding what strategies can be used in order to tackle a challenge. Children are prepared for lessons with the appropriate equipment available to them. Resilience (one of our 7 Commando Joe mission statements) is built as they work through difficult tasks and thus, they feel proud when accomplishments are made.

Engagement

Maths lessons at Furness Vale ensure that all pupils are engaged throughout and that children have a thirst for learning outside of the lesson. Pupils have the opportunity to take part in a game at the start of lessons, this prompts the children to use mathematical language as well as helping them with fluency. Children can also further their learning at home, independently, by using Timetable Rockstars and for some children 123 maths, which is used as a small group intervention in the afternoons. Furthermore, pupils are exposed to many different styles of activities and challenges. Through these active approaches to learning, children recognise success and continue to celebrate their achievements.

IMPLEMENTATION

Mathematics is taught across the school daily. It is organised into year groups which helps support learning for all children and means that children receive more support in lessons as the class sizes are smaller than would usually be expected.

EYFS

At Furness Vale, the Early Years Foundation Stage (EYFS) Maths curriculum ensures that children learn and develop well. It promotes teaching and learning to provide children with the broad range of knowledge and skills needed to give them a solid foundation for good future progress throughout both their school journey and beyond as set out in the EYFS Framework 2021, this includes: challenging children and extending their understanding beyond the set curriculum when it is deemed appropriate. Lessons are divided up into carpet time learning, explorative learning through play, adult led activities and 1:1 learning with an adult. In EYFS the children are taught numbers up to 10 with a focus on the 'ness' of each number as well as number blocks.

KS1 and KS2

We follow the White Rose Hub small steps progression of learning in all year groups. Through lessons designed to engage and excite the children, small steps for both conceptual and procedural understanding are planned for, giving consideration to common misconceptions that are likely to occur. Additional quality materials such as those provided by the NCETM are also used and teachers are expected to use 'high ceiling, low threshold' activities to allow all learners to be challenged. Every lesson will also follow our agreed lesson structure: A maths game, vocabulary, challenge 1, teaching of topic, fluency, final challenge. All these elements have been well thought out and include the five main ideas of mastery maths (representation & structure, mathematical thinking, fluency, variation and coherence.) Most lessons will also involve the use of maths equipment to help scaffold children's learning, Including the use of: Dienes, tens frames, dice, Numicon, multilink, fraction wheels, money, 3D shapes and much more. In line with the National Curriculum, we believe in the importance of spoken language in learners' development across the whole curriculum, so teachers ensure that their own speaking, listening, writing and reading supports learners in developing their own mathematic language and vocabulary. We often give children the opportunity to think-pair-share with other children and where possible teachers take the role of 'facilitator' to help promote partner talk.