



At Village Primary we believe that Maths should be progressive, thorough and stimulating. Teachers strive to provide high quality teaching which is engaging, interactive and built on prior learning. Lessons are brought to life with hands on maths equipment, with technology and a cross curricula approach, where suitable. Mathematics is made relevant and motivational by placing it within real life contexts. This equips children with the necessary skills for later life, as well as the reasoning and thinking skills associated with solving numeracy problems. Teachers and support staff are actively engaged in helping children to acquire and develop mathematical language, skills, knowledge and understanding across the Maths curriculum. Children are encouraged to make an active contribution towards their own learning by developing the skills of independence, enquiry and reasoned problem solving.

Government Expectations

'A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject' (National Curriculum, 2014).

Vision

- To confidently implement the current legal requirements of the Foundation Stage (FS) and the National Curriculum.*
- To foster positive attitudes, fascination and excitement of discovery through the teaching and learning of mathematical concepts.*
- For our children to develop a 'can do' attitude and perceive themselves as mathematicians.*

- To broaden children's knowledge and understanding of how mathematics is used in the wider world.
- For our children to use and understand mathematical language and recognise its importance as a language for communication and thinking.
- To use hands on equipment, counting and real life contexts to take maths from the abstract into the concrete.

Pupil's Views

Nursery Pupil, "I like using Ten Town (Maths software) to help me with my numbers".

Reception Pupil, "I like counting using Numicon" (hands on counting tool).

Year 1 pupil, "I like counting in 2s, 5s and 10s up to 100".

Year 2 Pupil "I like Maths because I like the challenges"

Year 3 pupil, "I like using Lumio, Espresso (electronic subscription sites) and IPADS to help me with my Maths"

Year 4 pupil, "I like using equipment like Cuisenaire rods (hands on counting tool) to help us with fractions".

Year 5 pupil, "I like multiplying and dividing using the new ways the teachers show us".

Year 6, "I like multiplying and dividing fractions because it is hard".

Structure of Lessons

Lessons are placed within a real life context with the aim of making abstract concepts more concrete and tangible. Lessons start with child friendly learning objectives that are shared and discussed with the children. Counting will feature prominently during the opening part of a lesson. This counting occurs across the school phase and will look and feel different in each class. Year 6 children will count in decimal steps

and will focus heavily on times tables. In Nursery, children will count in a more rhythmic way to learn numbers one to twenty. Teachers will then introduce the main work for the lesson (the input) and will model strategies for solving problems in a particular way. Strategies for solving number problems will be in line with National Curriculum 2014 requirements.

SODA

SODA (start of the day activity) is an extra maths activity that supplements the main maths lesson. Children are given differentiated problems to solve. The class teacher then models solutions and answers. The topic theme for the SODA activity revolves around the areas children struggle with. In this way, children work on weaknesses to make them strengths.

Maths Photos



