



Brompton and Sawdon Community Primary School

Guidance for teaching Maths: Sept 22-

Our mathematics lessons will:

- 1) **Begin with a quickfire session** in order to develop **Automaticity** and **reinforce/revise key skills**.
 - **Multiplication facts** will be practiced regularly, where appropriate, through the day – eg. When lining up / end of lessons / through maths games)
- 2) Include an element of **reasoning, problem solving** and **fluency**
 - **Fluency**: to develop the ability to recall and apply knowledge rapidly and accurately
 - **Reason**: develop arguments, justifications or proof using mathematical language.
 - **Problem solving**: applying mathematics to a variety of problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- 3) Develop a **deeper understanding** through employing a **mastery approach where possible**.
 - ‘**Why?**’ / ‘**prove it**’ / ‘**I know... so...**’ are used to demand explanations and deepen understanding. Well phrased explanations and justifications are expected.
 - As an extension, pupils may be asked to **create their own word problems using the particular concept being learnt, teach others, make up their own method, or find mistakes in calculations.**
 - **NCETM Mastery** approaches are used in Class 1 and Class 2
- 4) Use correct **mathematical vocabulary**.
- 5) Develop understanding through **concrete to pictorial to abstract** learning.
 - Allow pupils access to concrete apparatus (independently) where possible.
- 6) Adhere to the school **calculation policy** for progression in written and mental calculations
- 7) Be supported by up to date **working walls** and **maths areas** where the children can collect resources and equipment
- 8) Allow regular opportunities for **Discussion**
- 9) Be **based on the White rose Planning Documents (also see adapted plan for class 3)**
Also draw upon other resources: TargetMaths, NCETM, NRich, ISeeReasoning and ThirdSpace resources to develop fluency, reasoning and problem solving.
- 10) **Draw upon Twinkl White Rose Supporting Documents weekly** to develop the children’s reasoning
Where possible, children should be working towards a common goal and working on the same material which increases in difficulty as the task progresses.
We have the highest expectations for our pupils with SEND. They receive the support and resources that they need to achieve the objectives in line with their peers – see progression document...
If they can’t learn the way we teach, we teach the way they learn.