

**The Process of Teaching Maths at Buckingham Primary Academy**



**Connections to be made through strands**

Money- connections to be made through addition/subtraction/multiplication and division.

Addition/subtraction/multiplication/division- links to place value

Staff to add this to their S Plan for the week so staff are clear on how they are going to make connections

**Sentence Stems**

Staff to use the whole school sentence stems linking to Declarative/Procedural/Conditional/Conceptual

I know that…

I know how…

I know when…

I know why…

Staff to use the strand specific sentence stems on their overview for the small step in addition to the above.



**Vocabulary**

Staff to use the vocabulary from WRM for their particular strand.

[file:///T:/2022-%202023/Maths%20necessities/Vocabulary/MathsSkillsKnowledgeandVocabularyMap.pdf](file:///T%3A/2022-%202023/Maths%20necessities/Vocabulary/MathsSkillsKnowledgeandVocabularyMap.pdf)

Progression of vocabulary document

**Barriers to Learning and Progression**

Staff to carefully think about this throughout their teaching of a particular strand and identify on their S Plans for that particular week.

Misconceptions- Do pupils have misconceptions.

Staff to use the misconceptions section on WRM when planning teaching.

**Supplement Strategies**

**Gareth Metcalf-** Low Threat/High Challenge

Deconstructing word Problems

If I know… I know…

**NCETM Planning Prioritisation Document** to support teachers with subject knowledge and barriers they may come across.

**Test Base-** Reasoning and problem solving questions to support with the teaching of word problems.

**CPD Videos- WRM**

Staff can use the WRM home learning videos to supplement their teaching to allow them to have confidence in their subject knowledge and understanding.

Bromcom to be regularly updated throughout to reflect teaching

The process is then repeated for the following strand