

# 'We Are Mathematicians' at Grove Road

## Early Bird

*Practise key facts and methods to build fluency and improve knowledge recall*

## Discover

*Children 'discover' today's learning co-operatively.*

*Child-led*

## Guide

*Practise and explore today's learning with support and guidance. Teach-do-repeat.*

*Teacher-led*

## Explore

*Independent learning in Power Maths workbooks. Regularly review and assess learning.*

*Child-led*

## Additional Fluency Practice, Intervention and Tutoring

*Additional daily practice to develop number sense and progression with number knowledge.*

Daily morning session to improve fluency that underpins all learning. For example: Number of the day, times table chanting, counting in different steps, number bonds, games. Accessing online platforms such as: Numbots, Times Table Rockstars and Winning with Numbers. Revisiting and becoming secure with the four operations.

Problem/picture is presented for children to work collaboratively to unpick, solve and discuss. Misconceptions and common issues identified from the previous lesson can be used. Lots of opportunities for talk, using precise mathematical language in full sentences to demonstrate their mathematical thinking, supported by manipulatives. Celebration of different methods – 'It's a clever day if there's more than one way!'

Teach - Teacher demonstrates today's methods/learning.

Do - Children explore the approaches and methods supported by the teacher and each other.

Repeat – Continue to teach, unpicking marvellous mistakes and identifying common misconceptions.

Teachers will take the opportunity to assess how secure the children are with the concept and children will reflect on their learning before progressing to the independent tasks.

Children independently complete workbooks relevant to the objective with a range of variation. Challenge questions for all children to access and additional challenges will be available. Self-mark and assess when appropriate.

Great opportunity for children to explore and discuss their findings, approaches and progress using Seesaw. A metacognitive colour should be used at conclusion to assess learning. Groups of children who are still not secure with the learning should receive same day/early intervention, preferably with the teacher.

Mastering Number - Children in Reception, Year 1 and Year 2 will receive a daily teaching session, in addition to their normal maths lesson. These sessions aim to develop good number sense.

Winning With Numbers – Children will receive a daily teaching session to improve number knowledge.

Tutoring with Third Space Learning - Pupils identified needing additional intervention will receive weekly tutoring via Third Space Learning.

Biscuit Club – Pupils identified needing additional intervention will receive additional weekly intervention afterschool.

## The learning environment

Working Wall: Key vocabulary, sentence stems, methods relating to topic, pictorial representations, progression of learning, celebration of mistakes, stimulating questions and real-life representations. Static displays: Key facts and times tables, vocabulary, number lines for children to refer to and support their learning. In the room: Self-serve challenge area and encouraging use of manipulatives and tools to support learning. The 'feel': Enthusiasm for Maths is clear! Mistakes are marvellous and allow thinking to happen!

## Metacognition

Language: Using the 'feel' colours and language in every session. Tagging: Recording confidence before and after a session in books. Sharing: Sharing how we feel before, during and after sessions – including what helped us to be successful. Informing the teacher: Using metacognition 'live in the lesson' to affect next steps in lesson, groupings and activities for children.

## Sentence stems used in every Class

I agree with \_\_\_ because \_\_\_. I disagree with \_\_\_ because \_\_\_. The marvellous mistake you made is \_\_\_. I notice that \_\_\_. If I know that \_\_\_. Then I know \_\_\_.