



MATHS AT MIDDLETHORPE



Our maths curriculum aims to develop a foundation for understanding the world, the ability to reason mathematically, an appreciation of the power of mathematics, and a sense of enjoyment and curiosity about the subject.



Retrieval Practice



Quick maths is used daily in all classes. This covers mathematical concepts such as number bonds and the four operations. Children mark their own quick maths and try to beat their score each day.



The fundamentals



- ✓ A belief that every child can and will achieve mastery
- ✓ A focus on task design – everything is done on purpose
- ✓ Quick maths for fluency
- ✓ Whole Class Choral Response
- ✓ Pre and post learning intervention
- ✓ Learning question and steps to success (created with the class)
- ✓ No ability groupings
- ✓ Conceptual and procedural variation
- ✓ Demo and review phase
- ✓ 80:20 children: teacher talk ratio
- ✓ Up-to-date working walls
- ✓ Concrete – Pictorial – Abstract
- ✓ Use of resources including pictorial in all year groups
- ✓ A focus on 'grown up' vocabulary
- ✓ Pace, productivity, progress
- ✓ Children use Times Tables rockstars
- ✓ Follow the national curriculum



Maths across the curriculum



Maths will be incorporated into the curriculum where possible, for example:

- ✓ Using directional language in geography such as North, East, South and West.
- ✓ Statistics in science eg block graphs, line graphs.
- ✓ Interpreting different tables and charts eg tally charts.
- ✓ Ordering time and chronology such as timelines in history.
- ✓ Repeating patterns in art
- ✓ Shape and direction in ICT
- ✓ Making shapes, symmetry and reflection in PE.



Outcomes



- We aim for all children to reach their full potential and have the confidence to challenge themselves appropriately in maths.
- We aim for our children to be fluent in arithmetic, and able to articulate their reasoning clearly.
- We aspire to embed a secure mathematical knowledge so that children can apply their skills in the real world.



Support



Everyone has access to the Maths national curriculum.

Support is provided for those learners who require it, via concrete resources, differentiated activities and adult support.

Consideration is given for learners who grasp concepts more rapidly.