

# Maths at The Manor

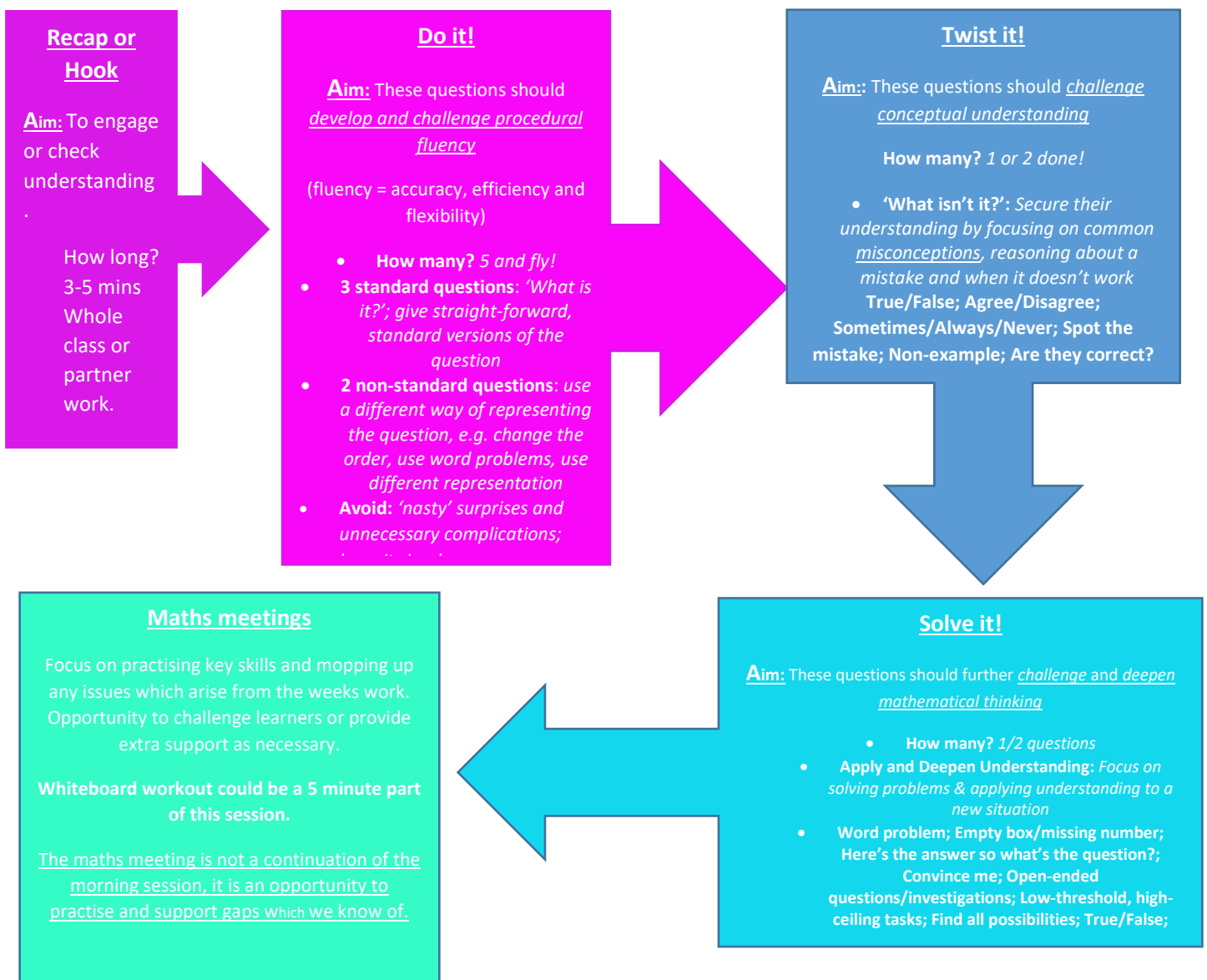
**'Pure mathematics is, in its way, the poetry of logical ideas.'** Albert Einstein

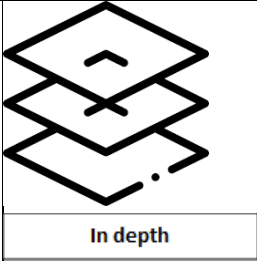




At The Manor we use a mastery approach to maths.

**What is out intent behind this approach?** We do this to encourage a deeper understanding of the key skills in order to enable them to have a better understanding of mathematical concepts. The key aims of are approach are:

- to develop fluency in the mathematical foundations and number operations
- to develop mathematical reasoning through following lines of enquiry, justifying and explaining using accurate mathematical vocabulary
- to develop the ability to solve problems through applying maths in a range contexts with increasing sophistication

**How is this implemented??** Each class has a 45 minute morning maths lesson which will focus on new learning. Lessons focus on one key learning point which is linked to the key aims of the national curriculum for the relevant year group. Lessons include the use of precise mathematical language which is explained and explored, language is modelled by staff and children are expected to talk in full sentences. Manipulatives and visual images are used within a lesson to support the children's depth of learning and support them in their explanations. The lessons are broken down into these aspect -



Subject Name: Maths		Subject lead: Tyley Deedigan		Date 2023-2024
How do the following 'Golden Threads' work within this subject?				
Christian Values	Language Rich		Knowledge Rich	Active and Engaged
				
This subject supports our Christian Values by...	This subject supports children's language use and acquisition by...	This subject provides in depth learning through...	This subject provides children with age appropriate knowledge by...	This subject allows for active and engaged learners by...
Giving us the knowledge and skills to be <b>courageous</b> to apply our maths to a variety of different contexts	Teaching key mathematical language connected to each key learning point and embedding this within and across lessons	Key learning points break down the learning into small manageable steps which can then be explored in depth to support the children in mastering the knowledge	Content of the maths curriculum is clearly planned and sequenced throughout and across the years to allow for the progression of knowledge and skills	Children 'doing' the maths throughout the session and assessment for learning throughout the lesson
	Stem sentences are used to support children to talk like a mathematician and make connections with their learning	Lesson design allows for children to explore misconceptions and problem solve linked to the key learning point	Key learning points map out the particular knowledge which is taught, used and applied throughout the lesson and progression of lessons	Using manipulatives and visual images to support the children in 'seeing' the maths alongside 'doing' it
	Generalisations are used within and across lessons to support the children in the application of their skills	Hooks are used to teach the children the learning in context and support them in their application	Knowledge is taught, assessed and then practised in order to ensure it is embedded	Problem solving sessions are active to ensure that they are engaged in applying the knowledge and skills