

Maths@The Norman Primary

Belief + Hard Work + Understanding = Success

Vision

Mathematics is an important creative discipline that helps us to understand and change the World. We want all pupils at The Norman Primary to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject.

At The Norman Primary, we foster positive 'can do' attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content.

Curriculum Intent: Skills

We aim for all pupils to:

- Become fluent in the fundamentals of mathematics (see Year by Year Curriculum Maps) so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

As our classes are mixed year groups, Maths lessons are split so each year group gets individual instruction, and opportunity to apply their learning and work independently to explore mathematical concepts.

Curriculum Implementation

Mathematics Lessons: Teach Up Mon-Fri: Typically 11:00am-12:15pm	
'Learning Together'	*'Support & Challenge'*

Maths on Track Meetings: Keep Up Mon-Fri: Typically 1:15-1:45pm
Deliberate Practice Sessions *Arithmetic/Intervention/Practice*

Mathematics Lessons

Each lesson focuses on a manageable step of new learning based on the NC statements.

Typical Lesson design:

1) Hook It: Introduction

2) Teach It: Live modelling of the new learning with explicit use of potential misunderstandings

3) Practise It: All children practise together **Support & Challenge**

4) Do It: Up to 5 examples – 5 'What it is' or '3+2 'What it is/What it's also' **Challenge 1: Procedural Fluency**

5) Secure It: 1 or 2 Misunderstandings (True/false, Spot the mistake) **Challenge 2: Conceptual Understanding**

6) Deepen It: Apply understanding to solve new problems **Challenge 3: Mathematical Thinking**

7) Review It: Lesson Recap: Key Concept Statement and Key Vocabulary

MathsOnTrack (MOT) Meetings

Day 1 : Arithmetic

Day 2 : Arithmetic

Day 3 : Deliberate Practice: Past and Present

Day 4: Deliberate Practice: Past and Present

Day 5: Fact Friday