Why Maths?

Core Skills

A message from Mrs Dunne, our Maths lead:

We aim to make maths as interesting and as stimulating as possible, being creative and imaginative in our teaching choices and in constantly challenging children to explain their strategies using age appropriate mathematical vocabulary.
We promote teaching maths in real life contexts so that the children understand the usefulness of the subject. We provide scaffolds for those children that need it and every lesson includes several layers of challenge.

If you have any questions about maths please contact me at mrsdunne@darlinghurst.co.uk

Design and Purpose

At Darlinghurst, we want our children to think like mathematicians and develop a real love of maths. We encourage our children to develop a deep conceptual understanding of mathematical concepts, to develop their mathematical thinking and to use the rich language and communication surrounding maths. We aim to give children the opportunity to master maths through problem solving and reasoning. Maths lessons are taught daily. Children have opportunities to represent their mathematical thinking in many different ways using concrete objects, models and images as well as using more traditional calculations and algorithms.

Difference

Our children learn to be successful learners through building on their number and arithmetic skills in order to be able to estimate calculations and to be more accurate in their work.
They develop their knowledge of Maths concepts through the progressive teaching of Mastery Maths. We have deliberately layered our lessons to consolidate core number skills at the beginning of each class. We have moved towards teaching more explicit mental strategies to strengthen the children's accuracy in answering calculations. We also adopt the CPA approach (concrete, pictorial, abstract) so that children fully comprehend the strategies being taught to them.

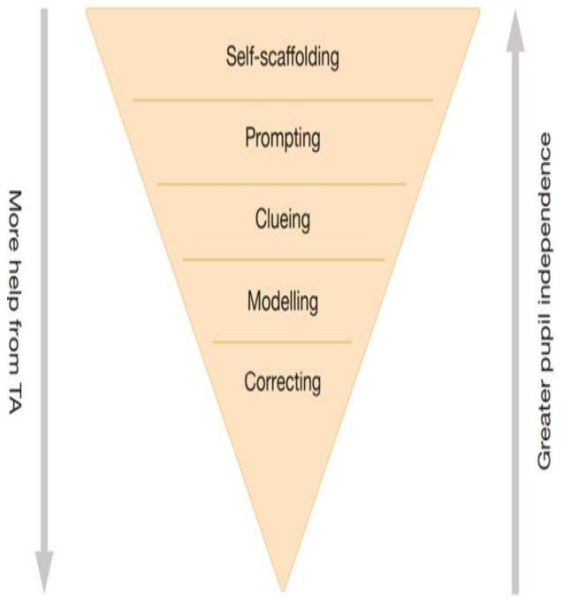
'Achieving Excellence Together'

Termly Reflections

Autumn

In September, we started the Mastery curriculum for each year group. We have also introduced a mental maths element to the beginning of each lesson. Every child started the year with their book from the previous year (to ensure children were challenged) and a new target card with age appropriate targets for the year group. Over the course of the year, children will be given class and personalised targets, for example- add a two-digit number to a one-digit number.
Lessons now have the following format: Mental Maths (5 minutes), Number Crunch (10-15 minutes, focusing on Arithmetic skills), Show (reinforcing a concept from the day before), Learn (the main teaching part, which get progressively more difficult), Do (independent activities to be undertaken by the children), Next step (a green pen challenge or addressing a whole class error). We have also held staff training in how to scaffold, support and challenge children in Maths lessons. We used the Education Endowment Fund research to decide how to best support and challenge children. Staff were provided with strategies through from simple correction in daily maths lessons to modelling answers, clueing children (where you provide the knowledge) to prompting them to self-scaffolding ((using working walls, word mats etc..).
We have also introduced generic maths working walls across Darlinghurst academy which include the Maths concept of the week, Key vocabulary, Top tips and Times table champions for each year group. These are changed at least weekly or updated as each new mathematical concept is taught.

My Targets		
I can…	**Target**	**Date**
Number		
Read numbers to 100.		
Write numbers to 100 in numerals.		
Partition two-digit numbers into tens/ones with or without resources.		
Add a two-digit number to a one-digit number e.g. 23+5		
Subtract a one-digit number from a two-digit number e.g. 16-5		
Add a two-digit number to tens e.g. 46+20		
Subtract tens from a two-digit number 88-30		
Explain my method for + and - using words, pictures or objects.		
Recall at least four of the number bonds for 10. *0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5*		
Explain the related facts for the number bonds I know e.g. If 6 + 4 =10 then 4 + 6 =10 and 10 – 6 =4		
Count in twos, fives and tens from 0.		
Use my twos, fives and tens to solve problems.		
Read number lines and scales in divisions of ones, twos, fives and tens.		
Partition any two-digit number into different combinations of tens/ones and explain my thinking using words, pictures or objects.		
Add any 2 two-digit numbers using an efficient strategy, explaining my method using words, pictures or objects e.g. 48 + 35.		
Subtract any 2 two-digit numbers using an efficient strategy, explaining my method using words, pictures or objects e.g. 72 – 17.		
Recall all number bonds to and within 10.		
Use the number bonds I know to calculate bonds to and within 20 e.g. If: • 7 + 3 = 10, then 17 + 3 = 20 • 7 – 3 = 4, then 17 – 3 = 14 • 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14		
Recall multiplication and division facts for 2, 5 and 10.		
Use the multiplication and division facts for 2, 5 and 10 to solve simple problems.		
Understand the relationship between multiplication and division facts.		
Identify $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ of a number or shape.		
Understand that all parts of fraction must be equal parts of whole.		



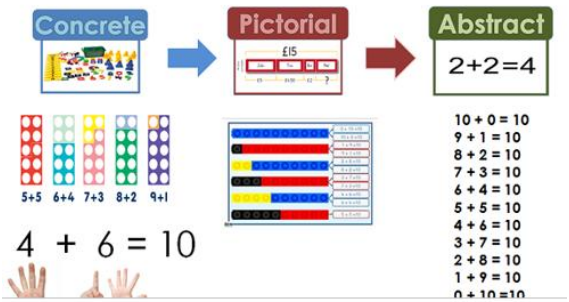
Spring 2022

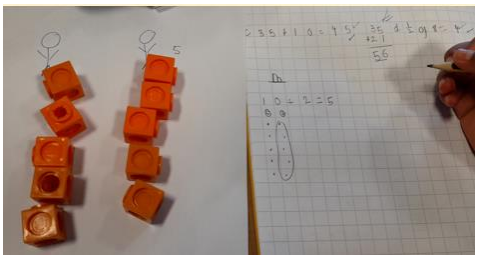
During this term we have focused on adapting our maths curriculum to suit our children's needs. We have continued with further training for teachers on providing scaffold so that all children can access the work. Mrs Dunne has delivered training on how to use mastery effectively. Staff are now embedding mental maths activities into their daily teaching. We have also discussed maths oracy and the importance of children speaking in full sentences and using the correct mathematical vocabulary in maths. This is displayed on the maths working wall.

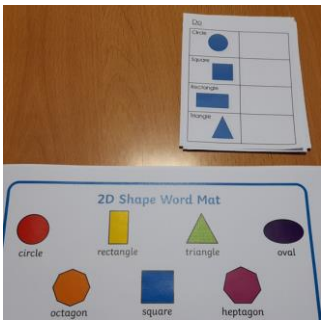
There are increased opportunities for children to use concrete materials to understand new concepts and the CPA (Concrete/Pictorial/ Abstract) approach is embedded.

Children in the Early Years benefit from a daily maths session where they are working hard to recognise and write numbers. They use an adding machine and count together and are starting to use the mathematical vocabulary they need. They buy and sell ice-creams in their role play shop outdoors.

The children continue to work towards their targets and to learn their number bonds and times tables, this is a continued focus.







Summer 2022
Coming soon

Useful websites

BBC Bitesize
BBC Bitesize has Maths lessons for every year group, including fun animated videos to explain concepts and quizzes. Choose your key stage, then year group.
Maths - BBC Bitesize

BBC Teach
BBC Teach, some great video stimulus on here for Maths. The maths songs are great ie Super movers for Key Stage 1. There are also counting activities and some great real life maths investigations.
KS1 Maths - BBC Teach
KS2 Maths - BBC Teach

Hit the Button
Times tables
Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)

Times table Rock stars
Times Tables Rock Stars (ttrockstars.com) (your child will need their username and password)

Maths Photo Gallery