

Maths at South Bersted

In teaching maths at South Bersted we believe pupils should develop both their Arithmetic skills and their Problem Solving and Reasoning skills. We have developed our own Scheme of Work, based on a Mastery approach, that we feel meets the needs of our children. This is supported by materials from White Rose Maths to develop understanding of each topic. The Scheme is regularly reviewed and adapted to ensure it is tailored to the needs of the current cohort, this is supported by teacher evaluation and analysis of assessments undertaken. We believe counting in steps of different sizes and knowing how these steps fit within our number system are important and each session begins with the use of the counting stick. Pupils are also encouraged to use the online programs TTRockstars and Numbots to develop their fluency and recall of number facts, this is supported by our in school Tables Challenges. We believe a range of practical resources, models and images (a CPA approach) are important in supporting the children in their learning and to develop a secure understanding of concepts.

How is maths taught at South Bersted?

Maths is taught in discrete lessons with links being made across the curriculum where possible. We believe in a Mastery approach where learning is broken down into small steps with the aim that the majority of pupils will master each small step before moving on to the next, Lessons begin with a counting warm up and mental maths starter. At Key Stage 2 this is followed by an Arithmetic Warm Up to practise written calculation or arithmetic development. The main teaching then takes place followed either by a differentiated task where pupils are encouraged to choose the level of difficulty that challenges them, or by the same task for all where learners are challenged or supported by interaction with adults. This is part of our Mastery approach. Immediate teacher feedback is given where possible during this time. At the end of the lesson pupils are asked to evaluate their learning against the learning objective, this along with teacher observation, allows for intervention in the afternoons to address misconceptions to support mastery.

Why is Maths important at South Bersted?

Our aim is for children to leave as confident, skilled and resilient mathematicians who understand that mathematics is a fundamental part of everyday life and the world we live in. We want our children to be able to recall number facts and to apply these, along with methods for calculation, to solve unfamiliar problems in a range of contexts across the curriculum giving them the tools they need to approach problems in the world around them.

MATHS AT SOUTH BERSTED



What will children learn in Maths?

South Bersted's 'learning map', states the expectations at the end of each term.

At South Bersted, by the end of EYFS, we aim for all pupils to:

Have a deep understanding of numbers to 10 including the number bonds that make each number. Compare quantities up to 10 recognising when one quantity is greater than, less than or the same as the other. Be able to recognise small amounts of objects without the need to count. Count confidently beyond 20. Represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be shared equally.

At South Bersted, by the end of Year 2, we aim for all pupils to:

Work confidently with numbers up to 100, recognising their place value and use them for calculations using all four operations. Understand that fractions are a part of this number system. Be able to measure size, weight, capacity and to sequence events in time. Describe and name both 2D and 3D shapes as well as describing in simple terms position, direction and movement. Create simple charts and interpret the data presented in these.

At South Bersted, by the end of Year 6, we aim for all pupils to:

Work confidently with numbers up to 10million, including negative numbers, understanding their place value. Complete calculations using all four operations involving numbers of 4 digits or more. Confidently use fractions as a part of this number system including decimals and percentages and linking this to the ideas of ration and proportion. Begin to understand algebra and simple formulae. Calculate with and convert measures including length, mass, area, volume, time and capacity and link this back to their knowledge of place value. Develop their understanding of shape and their properties to include circles and a greater understanding of angles; describe the movement of these shapes. Construct and interpret a wider range of charts and graphs