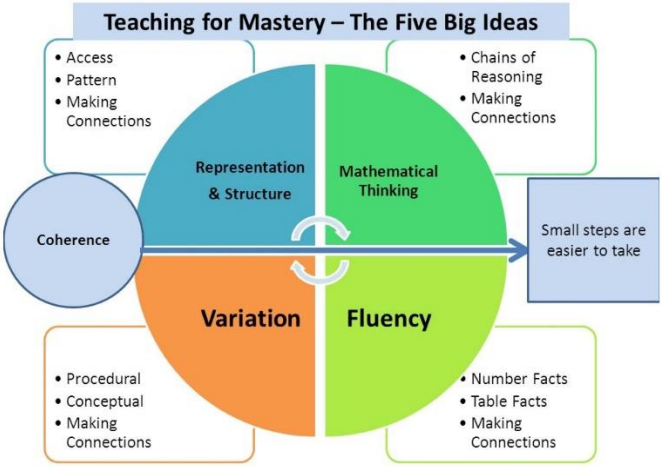
The Friars Primary School

Teaching Mathematics Plan of Implementation

Mathematics teaching at the Friars Primary School follows an inclusive mastery approach to the curriculum to develop children's knowledge and understanding of mathematical concepts.



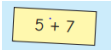
At the Friars, we follow a CPA approach: concrete, pictorial, abstract, to teaching mathematical content.

Concrete 

At The Friars, our children have the opportunity to work with physical objects / concrete resources, in order to bring maths to life and to build understanding of what they are doing.

Pictorial 

Alongside concrete resources, our children work with pictorial representations, making links to the concrete. Visualising a problem this way can help the children to reason and to solve problems.

Abstract 

With the support of both the concrete and pictorial representations, our children can develop their understanding of abstract methods.

Whilst following The National Curriculm for mathematics, teachers at The Friars use the White Rose Maths scheme of work to support and implement learning sessions. Teachers follow the block outlines, which are broken down further in smaller steps.

Teachers teach the content in the suggested order, adapting where necessary, as the step sequence is designed to gradually develop children's understanding.

The calculation policy is used within the school to ensure a consistent approach to teaching the four operations over time. Teachers use this detailed information on progression through each strand and use practical resources and models to devleop understanding at each stage.

EYFS

Number fluency is continually devleoped within early years: children participate in short maths sessions daily and are given time to explore mathemtaical concepts, test ideas, devleop their understanding and practise taught skills through play. Maths can be found in all areas of our provision and children experience it in a purposful and meaningful context within their play and daily routines.

KS1 and KS2

Mathematics is taught on a daily basis throughout the school. Each class in KS1 and KS2 provides a minimum of 45 minutes of mathemtaics per day.

The use of White Rose medium term planning is adapted to create a bespoke daily lessons to meet the needs of our children and to allow for opportunities for revisit and retention, ensuring full coverage of the national curriculum for mathematics. Teachers are confident to manipulate this planning in the short term in order to meet the needs of all of our children.

On a daily basis, children, regardless of their ability, in KS1 and KS2 are provided with opportunities to become more fluent in their learning, to reason mathematically and to problem solve. Alongside White Rose Maths, this is supplemented with additional resources and activities to demonstrate and devleop mastery and greater depth. Resource materials include: Classroom Secrets, Primary Stars, NCETM and Testbase.

Calculation practice is taught and provided regularly through counting, basic skills and arithmetic starters to ensure children's flueny in calculation methods is embedded.

Alongside quality first teaching, a concrete, pictorial and abstract (CPA) approach is used to provide our children with the scaffolding required to access the learning at all levels. Within lessons, revisit and reviews are used to consolidate previous learning and ensure skills are embedded.

All children are included in whole class lessons and teachers provide scaffolding and relevant support as required. This is achieved through a variety of a different ways including: fluidity of groups, concrete manipulatives, adult support, peer mentoring and differentiated content.

Opportunities for peer and self-assessment are provided weekly so children are given instant feedback in their learning.

Display and working wall reflect current learning. Working walls should include, where appropriate, mathematical vocabulary, images and resources to support CPA approach and scaffolds to support children's leanring.

Children from Y2-Y6 follow a LTP for the teaching of times tables and daily practice has also been built into lessons and timetables. At The Frirars, we use Time Table Rock Stars to enthuse the children in learning times tables.

Times Tables Planner 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Count in 2's Count in multiples of 10		Counting in multiples of 5 Counting in 2's and 10's		Count in multiples of 10, 2 and 5	
Year 2	Count in steps of 2,3,5,10 Double and halve	Multiplication and division facts for 2 and 10	Multiplication and division facts for 5	Mixed practice x and ÷ facts for 2,5,10	Multiplication and division facts for 3 up to 12x3	Mixed practice x and ÷ facts for 2, 5, 10 and 3
Year 3	Recall x and ÷ facts for 3 up to 12 x 3 Mixed practice x and ÷ facts: 2,5,10	Multiplication and division facts for 4	Multiplication and division facts for 8	Mixed practice x and ÷ facts for: 3,4,8,	Multiplication and division facts for 6	Mixed practice x and ÷ facts including 2,5,10 and 3,4,6,8
Year 4	Recall x and ÷ facts 3,4,6,8 fluently Multiplication and division facts for 9	Multiplication and division facts for 7	Multiplication and division facts for 12	Multiplication and division facts for 11	Mixed practice x and ÷ facts for up to 12 x12	Mixed practice x and ÷ facts for up to 12 x 12 DfE Multiplication Tables Check
Year 5 Year 6	Consolidation and ongoing practice of all multiplication and division facts up to 12 x 12 Differentiated programme of support to address gaps in multiplication knowledge. Use of multiplication and division to derive associated facts. For example, if 8x6=48, what other facts can we derive? Development of multiplicative reasoning – links between Multiplication and division, and Fractions and Ratio.					