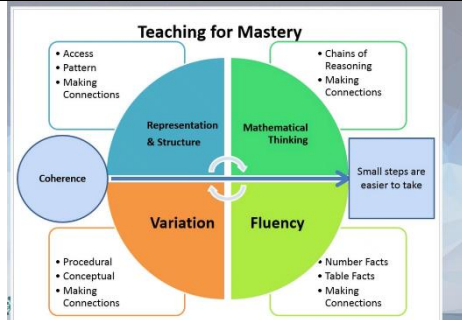


Maths Consistency Document

Pedagogy



Teaching for mastery is the pedagogy that is followed to ensure that all children master the essential mathematical and problem solving skills. All children access the age related expectation but use manipulatives to scaffold thinking.

The scheme of learning used is White Rose Maths. Maths is taught daily.

Planning / lesson format

Planning is completed as flip chart planning with the following structure:

- Can you still?
- Guided Input
- Guided Discussion
- Independent Practice
- Plenary

At the start of every week one page will be an overview of the week. Fluency practice and variation in questions are evident from planning.

Number formation

Ten town is used as the consistent way that number formation is introduced. This is introduced in nursery and by the end of reception the majority of children will form numbers correctly in readiness for their transition to KS1. Where children do not form numbers correctly they continue to practice until the skill is secured. Number formation is addressed when errors are seen through live marking.

Fluency lessons

Fluency lessons take place daily at a separate time in the day to the daily maths lesson. The content of these lessons are based on number facts and children securing automaticity in number. A key Instant recall facts document in place to ensure that children make good progress through these facts.

Number of the week

This is introduced as the start of the week. Children will represent the number, find pairs of the number, write the number in words, make ten, double the number, halve it, odd, even. These will be in books in KS1, EYFS completed with teacher.

Working walls

Static display – comparison symbols, shapes, ten towns number, day of the week in order, key vocabulary - part, whole, represent, digit, numeral, number, reasoning, Interchangeable Key vocabulary, models of concept, stem sentence.

Stem Sentences

Stem sentences to be consistently used in lessons to support children's ability to think and explain mathematically. These are introduced using I say, we say, you say. When reasoning stem sentences are also used as a model to scaffold children's ability to write an explanation.

Presentation

Children write the date.

All work to be glued in at point of lesson.

One digit should be written in each box.

Maths codes used to demarcate parts of lessons (See Alexandra Structure)

Number lines drawn with a ruler along the line or pre-printed to be stuck into books. A jump of two squares for a tens jump and one square for ones jump. Jumps are labelled along the line.

**Blended Learning**

TT Rockstars is used in Year 2 to support pupils developing their multiplication facts.

Assessment for Maths**Formative assessment**

Completed through observation, questioning, live marking, marking at end of lesson.

Summative

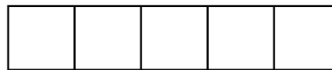
End of unit block assessments

White Rose Progress tests completed three times a year.

NTS Termly assessments(KS1)

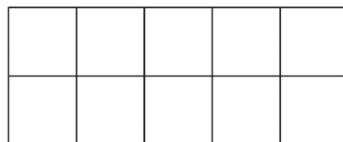
Manipulatives and Structures

Five frame



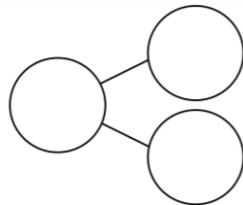
When using a five frame, make sure children are explicitly taught to fill from left to right.

Ten frame



When using a ten frame, make sure children are explicitly taught to fill from left to right. Making sure the top row is filled first (for addition and subtraction). Use in different positions – variation.

Part whole model



When using a part whole model, ensure correct vocabulary is used and explained to secure understanding of part and whole. Use in different positions – variation.

Only use manipulatives listed below.

Place value chart

Tens	Ones

Use for place value to identify number of 10s and 1s – can be used with concrete apparatus (dienes and place value counters), pictorially (drawing tens and ones) and abstract (writing in the digits)



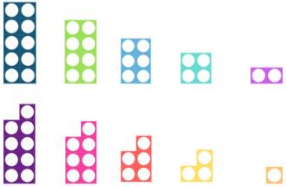
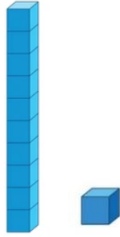
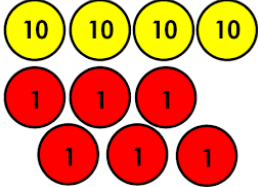


Counting resources
e.g. counting bears,
frogs

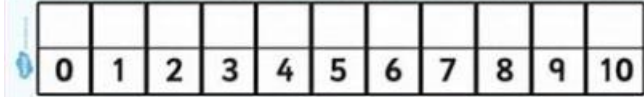
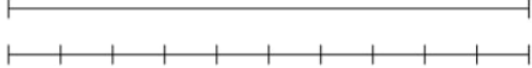



When used in a guided group or 1:1, adult to ensure same colour is used. Within provision, if children are asked to represent and they use different colours and it is an accurate representation that is accepted.

Multi-link or unifix
cubes

When used in a guided group or whole class lesson, same colour or two colours. Within provision, if children are asked to represent and they use different colours and it an accurate representation that is accepted.

	
<p>Counters – double sided</p>	 <p>When using counters, only use two colours at all times (double sided ones only).</p>
<p>Numicon</p>	 <p>Use numicon when representing number – display in different ways.</p>
<p>Dienes</p>	 <p>When using dienes make sure the same colour is used. When counting in ones in Y1 use dienes ones rather than multilink cubes.</p>
<p>Place value counters</p>	 <p>Place value counters to be used once children are fully secure with dienes tens and ones.</p>
<p>Rekenrek 20</p>	 <p>When using the rekenrek 20, 2 rules must be followed. (See additional poster for children). 1. Always return to ready position (red beads are ready to go) 2. One finger... one push</p>
<p>Rekenrek 100</p>	 <p>When using the rekenrek 100, children to follow the same rules as above. (2. One finger... one push with each line of 10).</p>
<p>Number track</p>	<p>Starting points to be circled.</p>

	
<p>Number line</p>	<p>When using a number line, 1 square for 1 jump and 2 squares for a 10 jump. Must be on squared paper. Starting points to be circled.</p> 
<p>2D shapes</p>	
<p>3D shapes</p>	