



Mathematics

At Battling Brook we follow the White Rose Maths long and medium term scheme of learning for our maths planning, to give us guidance and coverage of all key areas of the National Curriculum. We also use NCETM, Third Space, Ready to progress and many more other useful resources to enhance our planning and to tailor the curriculum to meet the needs of all our learners.



What does a typical lesson look like?

Pupils work through 'blocks' of learning which have been carefully linked in order to build on prior learning.

In Years 1-6 lessons will include:

- Active learning- a mix of teach-led and pupil-led learning
- An exploration of maths using concrete, pictorial and abstract methods
- A balance of practical and written activities
- Opportunities for fluency, including one lesson a week dedicated to fluency within number facts
- Opportunities to deepen their learning through reasoning and greater depth challenges
- Opportunities to develop oracy and high quality mathematical talk

Support for parents

We understand that parents may feel like maths has changed over the years and it can be difficult to keep up to date with methods that are being taught in school.

We have attached to our school website our user-friendly calculation policy, which outlines the progression of the methods that we teach in school, from EYFS to Year 6.

You may also want to have a look at some of the following free websites to support your child at home:

<https://www.topmarks.co.uk/>

<https://www.math-salamanders.com/>

<https://www.bbc.co.uk/bitesize/primary>

<https://www.primaryresources.co.uk/maths/maths.htm>

<https://www.snappymaths.com/>



The Concrete, Pictorial, Abstract approach (CPA) developed by psychologist Jerome Bruner, is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. Pupils start exploring mathematical concepts using concrete objects and manipulatives such as counters, dienes etc, and then move on to looking at how this can be recorded e.g. bar model, part-whole diagrams. Pupils eventually move on to using written numbers, symbols and calculations.