

The image features a white central area where the text is located. On the left and right sides, there are abstract, overlapping green shapes in various shades, ranging from light lime green to dark forest green. These shapes are angular and layered, creating a modern, geometric aesthetic. The overall composition is clean and minimalist.

Welcome!



At Stoborough, we firmly believe that all children can achieve in mathematics. Teaching for understanding is at the heart of everything we do. We follow a mastery approach, where all of our children master the key learning. Some children may need more time, some children may need practical equipment, some will need further challenge through new contexts or problems, but all our children will build a solid foundation in mathematics.

There is no ceiling on our learning, and the culture in our school suggests we merely have 'quicker graspers' and 'slower graspers,' so all learners are appropriately challenged.

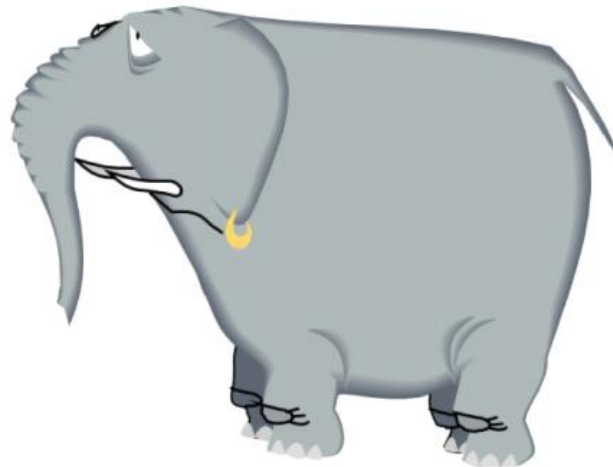
Lessons are not just about teaching maths, but very much about developing mathematical thinking skills. We want our children to think mathematically and solve problems with confidence.

Our aim is for young mathematicians to become:

- Confident and able to recall and apply mathematical knowledge in different contexts
- Able to explain their methods and thinking processes and apply skills in context
- Fluent in different areas of maths
- Efficient in applying problem-solving and reasoning skills
- Independent thinkers
- Making number work fun
- Aware of the Maths/ concepts/ process they are doing



To be able to think mathematically, and be able to solve problems with confidence, all of the maths curriculum content has to be well sequenced and taught in small steps.

How do you eat an elephant?



One bite at a time!

Across the school, we develop mathematical understanding by following the C- P- A approach using concrete objects (something the children can hold and manipulate), pictorial representations (drawings) and abstract thinking (working towards formal written methods).

Small Step	Guidance	Concrete	Pictorial	Abstract
Use place value to subtract without exchanges	Pupils use manipulatives (such as straws, base 10 or place value counters) to calculate subtraction.	Pupils use base ten on a place value chart. They do not have to exchange tens for ones. $34 - 13 =$ 	Pupils move on to using jottings and they represent the base ten pictorially. $43 - 21 =$  Where appropriate, pupils use number lines to count back in multiples.	$43 - 21 = 22$

Let's start at the very beginning.....

Focussed maths sessions led by the teacher. Whole Class teaching and then focussed group work.

Daily Maths through Exploring Time in the provision for Early Years outdoors and indoors. Adults enhance learning through interaction, modelling vocabulary and challenging the children.

Have a deep understanding of number to 10, including the composition of each number.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Subitise (recognise quantities without counting) up to 5.

Daily Maths through Exploring Time in the provision for Early Years outdoors and indoors. Adults enhance learning through interaction, modelling vocabulary and challenging the children



How do years 1 to 6 start their daily maths lesson?

We complete daily Flashback 4 tasks

These are four questions that are based on maths that has been previously learnt, one question is from earlier this week, one from last week, one from last month and one last term/year

There is one extra question (in the top right hand corner) which builds fluency of number facts, where a calculation is not necessary, it should just be known.


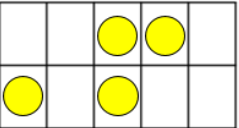
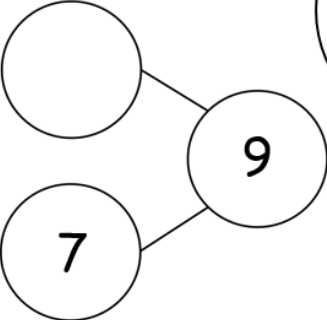
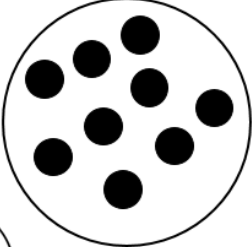
Flashback 4 Year 1 | Week 10 | Day 2

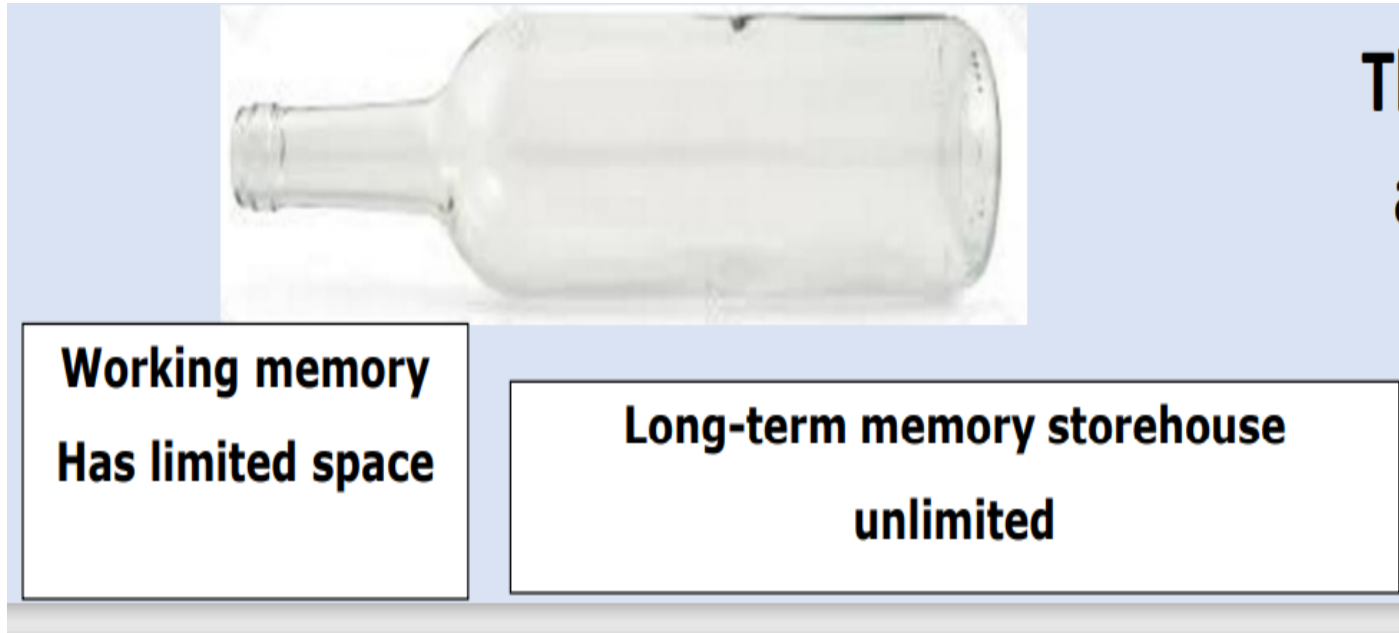
1) $8 - 6 = \square$

2) What is the missing part?

3) Find all the number bonds to 7

4) What number is shown?



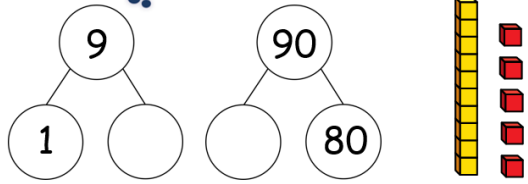


If we don't practice what we have learnt, we won't retain the information as our working memory has limited space, and can't hold everything it has been shown or taught. Revisiting a concept or practicing a skill helps to commit it to long term memory and frees up space in the working memory for new information.

Flashback 4

Year 2 | Week 5 | Day 4

1) What are the missing parts?



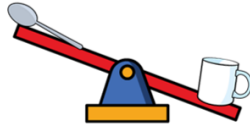
2) 60, 50, 40, 30,

3) What are the missing numbers?



4) The is heavier.

spoon cup



Flashback 4

Year 3 | Week 5 | Day 4

1) Subtract 8 from 125

$$2 \times 2$$

2) Complete the table.

- 10	Original number	+ 10
	142	

3) Add 300, 400 and 200 together.

4) What is the mass of 1 sphere?



Flashback 4

Year 4 | Week 10 | Day 3

10×5

- 1) There are 7 players on a netball team.
How many players are there on 4 netball teams?
- 2) Work out the product of 6 and 8
- 3) Write an addition to check the answer to
 $4,643 - 1,418 = 3,225$
- 4) Find the difference between 1,392 and 5,394



Flashback 4

Year 5 | Week 10 | Day 1

CCC

- 1) Convert $3\frac{2}{3}$ to an improper fraction.

2) $\frac{1}{5} = \frac{\square}{20}$

3) $4^3 = \square$

4) $24 \times \square = 240$



CCCXXVII

- 1) Whitney gives $\frac{2}{3}$ of a chocolate bar to each of her 9 friends.
How many chocolate bars does she give away?
- 2) What is the difference between $\frac{7}{9}$ and $\frac{1}{3}$?
- 3) What is the missing number? $\frac{3}{4} = \frac{12}{\square}$
- 4) What is 14,005 rounded to the nearest 1,000?

How can you help at home?

Complete the weekly Mathletics tasks. These should link to current learning or recap on prior learning. These tasks help transfer skills and knowledge from the working memory to the long term memory.

Help your child learn their number bonds to 10 and then 20. This frees up their working memory to use these facts in their calculations.

Support them with the learning of those multiplication tables; they should know them all by the end of Year 4.



What will you see today?

Year group	Current maths topic	Todays small step
Reception	Light and Dark	Composition of 4 (know we can make 4 using different amounts)
Year 1	Addition and Subtraction within 10	Recognising the subtraction symbol in a number sentence
Year 2	Addition and Subtraction	Adding across ten
Year 3	Addition and Subtraction	Adding tens across a hundred
Year 4	Multiplication and Division	Fact families
Year 5	Multiplication and Division (Prime and Square Numbers)	Cube numbers
Year 6	Fractions	Solving fraction problems

Enjoy your time in the classroom!

Look out for:

- **Examples of concrete, pictorial or abstract representation**
- **Clues on the maths working wall that will help the children maintain independence**