

Mathematics Non-negotiables at Friskney All Saints CE Primary School



PROVISION - DAILY

Morning Work

- 10 minutes
- Separate book - see template model
- Retrieval Practice, Last ..., Next week

Main Maths Session

- Recommended 1 hour
- 2 minutes of counting
- 2 minutes of language development
- Main curriculum learning

Mental Fluency

- 15 minutes
- Teaching Mental Strategies (including teaching of times tables and following 'A Journey Through Mental Calculation Strategies – Addition & Subtraction') – 3 days
- Practising KIRFS – 2 days



Retrieval Practice

- Included within 10 minute morning work session
- Every day
- Revisit, Rehearse, Recall, Refresh, Retrieve
- Can be games based, on whiteboards, or practical
- Chn may be working independently, in pairs or in groups
- Task presented on Morning Work template and placed in Morning Work books

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Last ...

- Included within 10 minute morning work session
- Every day
- Revisit, Rehearse, Recall, Refresh, Retrieve
- Across the week mixtures of fluency, reasoning and problem solving tasks as appropriate
- Great evidence for teacher assessments

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MORNING WORK

Next Week

- Included within 10 minute morning work session
- Every day
- Mastery checkpoint of previous learning ensuring foundations are secure ready for **DAY 1** of upcoming unit
- Across the week mixtures of fluency, reasoning and problem solving tasks
- Used to identify correct starting points for planning Day 1 of new unit
- Used to identify flexible groupings within Maths for Day 1
- Part of the Assess – Plan – Teach cycle

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Curriculum Maps

- Follow the Curriculum Maps and annotate in pen as appropriate
- Reflect and annotate as a working document throughout
- Consider small steps in planning ensuring fluency, reasoning and problem solving opportunities are provided for all
- Consider models and representations to be used in unit of learning

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MAIN MATHS SESSION

Main Maths Session

- Short date (6 digit date – 17.05.23) underlined
- Learning question – precise skill / concept appropriate to that lesson, underlined
- Follows the Curriculum Map
- Incorporates Build it – Draw it – Write it
- Includes Teacher modelling using I do – We do – You do
- Pride & Presentation insisted upon including 1 digit in each square and correct number formation following whole school policy
- When lessons are purely practical, chn may not record anything in their books – learning journey will still be evident in planning and annotation & photographs on website
- Chn **may** be asked to do a reflective comment on practical learning
- Limit the use of worksheets. Encourage small question sheets / stickers so that children showing working around these
- Includes a balance of fluency, reasoning and problem solving for **all** children
- Makes links to real-life applications – why do we need to learn this?

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Daily Planning

- Adaptive and responsive according to children's needs
- What am I teaching today? What do I want the children to learn today? Why this? Why now?
- How will we build it – draw it – write it?
- What is the expectation for all? What scaffolds will I offer? What depth will I offer?
- Consider blue milestones to support closing gaps and helping children to keep up

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MAIN MATHS SESSION

Concrete – Pictorial - Abstract Representations

- Build it – Draw it – Write it
- Consider in planning
- Model each representation
- Model in practice ... I-We-You
- Model on Learning Walls: Build it – Draw it – Write it / vocabulary
- Expectation that children show their own working and thinking rather than just completing worksheets

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MAIN MATHS SESSION

2 minutes of
counting every day

- Oral counting
- Models along a number line and makes use of a counting stick where appropriate
- Forwards and backwards
- Reasoning opportunity
- Follows Counting Progression Map

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MAIN MATHS SESSION

2 minutes of language
development every
day

- Choose a key piece of vocabulary appropriate to the days learning
- Word etymology (where the word comes from)
- Where have you heard this word in everyday life?
- What does this word mean in Maths?
- Exemplify meaning of word in maths
- Add to learning wall
- If appropriate, children to record in books to support application in learning

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MAIN MATHS SESSION

Encourage Mathematical Talk

- Consider how and when you will get children to talk mathematically?
- Language
- Sentence Stems
- Talk in sentences
- Give answers related to the context
- Model mathematical talk
- I – We – You
- Appropriate vocabulary with exemplification on learning walls

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Flexible Groupings

- Adaptive and responsive
- Assess – Plan – Teach
- No fixed groups
- No fixed tasks
- Each day is the pre-assessment for the next

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MAIN MATHS SESSION

Teaching Assistants
contribute well to
the learning

- Consider in planning
- Communicate
- Share planning
- Model expectations

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Consistency in Calculation

- Mental before written
- Encourage Mental Fluency
- Follow 'A Journey to Written Calculation'
- Follow 'A Journey Through Mental Calculation Strategies – Addition & Subtraction' (within 15 minutes Mental Fluency sessions)
- Using training guidance from Jenny Cook

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