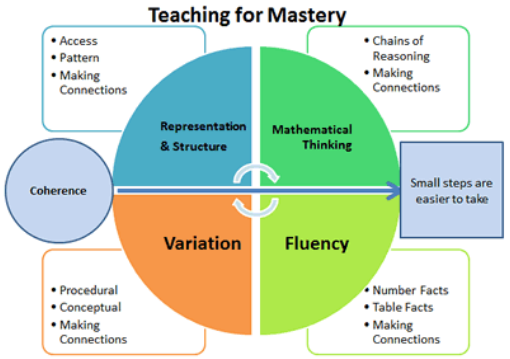
Maths

Rationale

At Raunds Park Infant School we embrace the Mastery approach to teaching mathematics. Our teachers ensure that mathematical skills are taught every day following the White Rose *Maths P*rogramme. Staff draw upon a wide range of resources and expertise to ensure that the children are challenged and motivated. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving.

The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. Before each lesson children have a developing number sense lesson using 'Mastery Number' 4 times a week. In each lesson there is a short and simple mental maths session. We build on skills and understanding in a step by step and progressive way and continue to develop place value with addition and subtraction.

National Curriculum Mathematics Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study



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Intent

At Raunds Park Infant School our aim is to build confidence within mathematics, through teaching the curriculum in a structured, coherent order that allows for steady progression from EYFS through KS1 to year 2. We aim for children to feel skilled in problem solving so that when they encounter a challenge they see it as an opportunity - not a barrier. Our quality mathematics lessons allow children to cover the skills required to meet the aims of the National Curriculum and to encourage passion for the subject. As a school, we use the White Rose Maths Curriculum. Teachers will use White Rose Maths Schemes of Learning to plan lessons, choosing suitable resources from White Rose and other providers to help children take small steps to progression. The Schemes of learning make sure topics are introduced to children in a logical order and revisited throughout the year to encourage deep learning and ensure children have the foundational knowledge they need, before moving on to more advanced maths and concepts and tackling more challenging number problems.

We are also guided by a teaching and learning strategy. This teaching and learning strategy is based around a set of core pedagogies. These pedagogies, based on the work of Allison and Tharby and their text, 'Every Lesson Counts', outline the key elements that we would expect to see in high quality lessons. Expert teaching requires teachers to provide a high level of **challenge** for all children, and appropriate scaffolding to support this. From this starting point, detailed **explanations** and **models** should be used to demonstrate the learning that is expected. Once the knowledge and/or skill has been taught, children should be provided with opportunities to engage in **deliberate practice** to reinforce and establish the learning as well as apply their learning in a variety of situations. At all stages, **questioning** and **feedback** are utilised to check the level of understanding and support individual and groups of children in their learning

Our core aims are:

- lessons to incorporate a mixture of arithmetic, varied fluency and reasoning and problem-solving style work
- learners to be supported with a range of concrete, pictorial and abstract approaches to learning
- all children to feel they are capable within mathematics, and able to achieve their best in maths.

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Implementation

- Daily lessons will include teacher input, modelling of examples and opportunities to discuss misconceptions.
- Children will be encouraged to use the appropriate mathematical language to communicate their learning.
- Clear reference made to STEM vocabulary development in each lesson with the new vocabulary displayed on the maths working walls.
- Books are developing - they are interactive and exciting.
- Children will complete tasks that helps to develop their fluency and reasoning.
- In the EYFS, children are taught using NCETM Mastering Number programme for 4 sessions a week, this links in to their continuous provision and play-based activities will provide children with opportunities to develop a strong grounding in number.
- In EYFS on 1 day a week they use Whiterose to provide teachings for shape, space and measure.
- There will be an appropriate level of challenge for all pupils.
- Manipulatives should be available for children to access.
- For children who are not working at the expected level for their age, teachers will provide targeted work to close gaps and ensure rapid progress
- Identify training needs for teachers and support staff (providing training for all the use of the CPA approach).
- Carry out subject monitoring through learning walks, pupil voice questionnaires and triangulation
- Support with planning to ensure consistency and challenge.

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Impact including assessment

- The following will be used to see the impact of the mathematics curriculum at Raunds Park Infants School:
- Termly White Rose Assessments with PIXL (3 times a year) to measure individual children's progress within each topic covered. This applies to years 1 and 2-previous SATs papers can be also used.
- EYFS continuously assesses using the EYFS framework as the children work towards GLD at the end of the year.
- KS 1 Teachers, use the end of topic assessments if they wish.
- Children to talk about mathematics positively
- Lessons to be varied and engaging
- Stem vocabulary is developed in each lesson
- Children are taught to answer in full sentences using precise vocabulary with the teachers support.

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EYFS

In early years, mathematics is part of the continuous provision that is offered throughout the year and reflects learning laid out in Development Matters 2021.
By using the NCETM mastery number in EYFS it ensures all children gain a good understanding of number inline with the ELG.

Mathematics

Number ELG
Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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.

Numerical Patterns ELG
Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Mastering Number

This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

The role and purpose of the Mastering Number Programme

All children will:

- develop good number sense
- have automaticity in additive facts.

What does this look like at Raunds Park Infants?

EYFS and KS1 have specific timetabled 'mastering number' sessions, which are taught daily in addition to their daily maths lessons. The teachers across these classes have been part of the training programme delivered by the Maths Hubs, so staff have access to appropriate CPD, as well as resources.

Number sense is significant to our pupils and we want to support them as much as possible in developing this. Through using Mastering Number, our pupils are taught key skills, such as subitising and develop their composition of number. Stem sentences are used, which become familiar with children and enables them to engage in mathematical thinking. It provides opportunities for partner talk and to explain their reasoning.

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Mastering Number

This is taught over 4 days at the start of every maths lesson. Day 5 may be used to revisit lessons if needed. (However at Raunds Park Infants in EYFS we use day five to teach shape, space and measure. Allowing for a well rounded maths curriculum.)

Throughout the lesson, teachers will use questioning to make sure children understand. The use of rekenreks and other manipulatives are used to support understanding in lessons where they support learning.

Teachers model STEM sentences and these are used so children can explain what they know in full sentences. i.e. 5 is more than 3

The lesson is made up of two parts:

Revisit – look at pervious learning using key questions to make sure children understand and build on previous learning.

Teach and practise – teachers will have key resources and familiar representations for children to understand the learning.

Mastering Number: Overview of content – Reception

Subitising	Cardinality, ordinality and counting	Composition	Comparison
Recognising numbers without counting.	Cardinality- the last number counted in a sequence i.e. the total when counting a group of objects. Ordinality – each number is 1 more than the pervious i.e. like on a number line. Counting – counting objects by either pointing or moving objects.	Explore what numbers are made from. i.e. all numbers are made of 1's or wholes and parts (number bonds).	Greater than Less than Equal to

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Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Autumn 1 **Children will:**	• perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds.	• relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting.	• see that all numbers can be made of 1s • compose their own collections within 4.	• understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'.

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Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Autumn 2 **Children will:**	• continue from first half-term • subitise within 5, perceptually and conceptually, depending on the arrangements.	• continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count.	• explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5.	• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

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Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Spring 1 **Children will:**	• increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns.	• continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number.	• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'.	• continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal.

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Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Spring 2 **Children will:**	• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	• continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20.	• explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10.	• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

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Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Summer 1 **Children will:**	• continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised.	• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting.	• explore the composition of 10.	• order sets of objects, linking this to their understanding of the ordinal number system.
Summer 2	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			

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White Rose

Shape Space and Measure

We are using White Rose to supplement the shape space and measure aspect of the EYFS.

Autumn

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children.			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Patterns		

Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

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EYFS

Year 22-23 overview

Reception Maths Plan 22-23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Getting to know you	6	13	19	24	30 Understanding Number Patterns
Week 2		7	14	20	25	31 Understanding Recall
Week 3	1	8	15	21	26 Rekenrek	Focus based on assessment
Week 4	2	9	16	22	27 Understanding number to 10	Focus based on assessment
Week 5	3	10	17	23	28 Understanding Counting	Focus based on assessment
Week 6	4	11	18	24	29 Understanding Comparison	Focus based on assessment
Week 7	5	12				Focus based on assessment
Friday focus	Pattern	Circles,Triangles & Shapes with 4 sides Revist Pattern	Mass & Capacity Revisit 2d shape	Length & Height Revisit Mass & Capacity	3d shapes Revisit Length & Height	Match, rotate and manipulate Revisit 3d shape
Assessment Lessons against ELGs						

Schemes used:

Number & Numerical Patterns (ELG) - Use 'Mastering Number' scheme which includes: Subitising, Cardinality, Ordinality and Counting, Composition, Comparision.

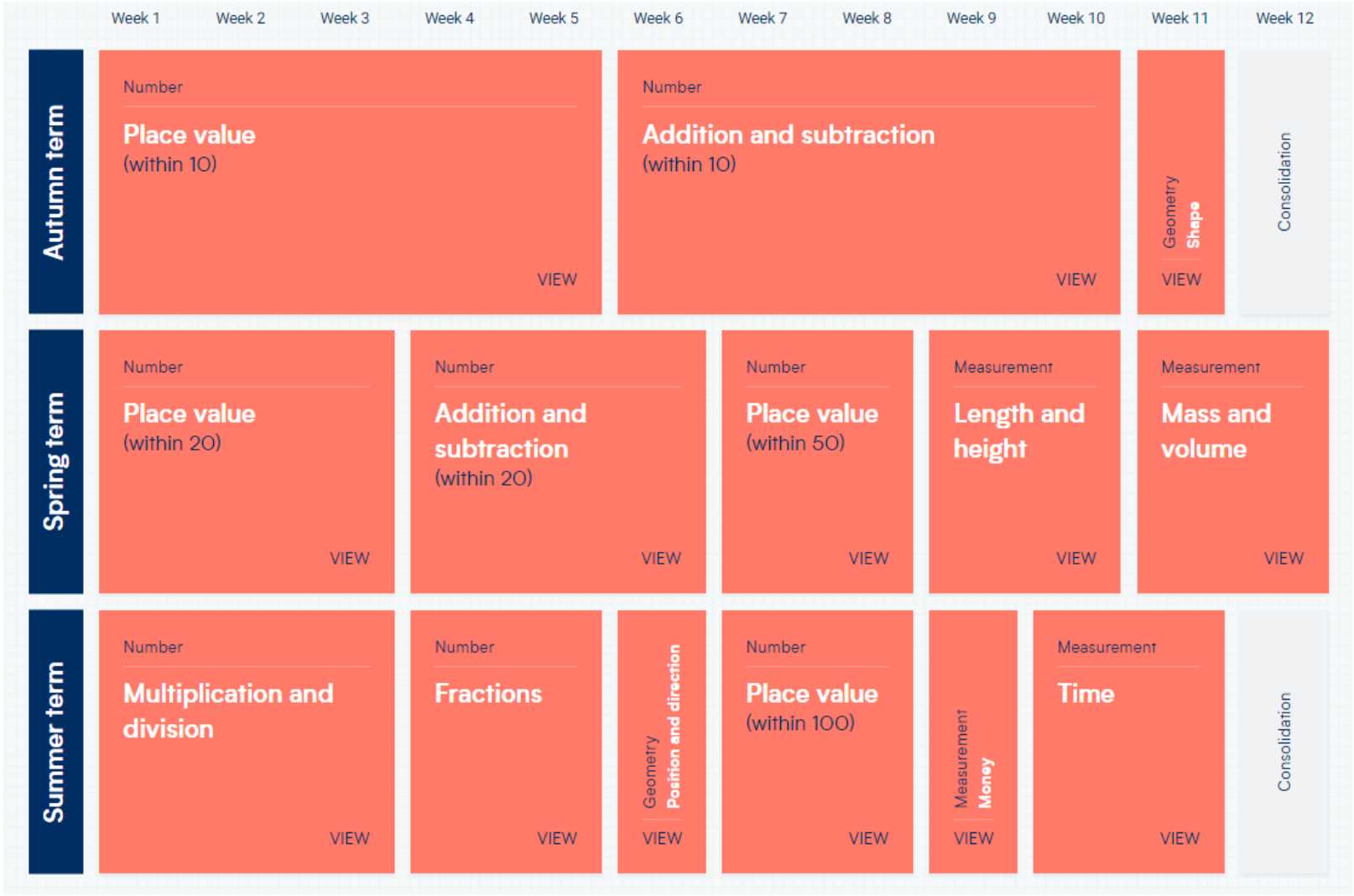
Shape, Spatial Reasoning and Measure (Breadth & prepare for KS1) - Use 'White Rose' scheme: ('I see maths' - excellent for progression in pattern)

Timetable:

Mon-Thurs: Sessions 1-4 Mastering Number (or Tues-Fri if 4 day week)

Fri: Focus on Shape,Spacial Reasoning & Measure (1 new learning per term & re-visit previous term's learning)

Year 1



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Autumn Term

Number

Place value
(within 10)

VIEW

- Step 1 Sort objects
- Step 2 Count objects
- Step 3 Count objects from a larger group
- Step 4 Represent objects
- Step 5 Recognise numbers as words
- Step 6 Count on from any number
- Step 7 1 more
- Step 8 Count backwards within 10
- Step 9 1 less
- Step 10 Compare groups by matching
- Step 11 Fewer, more, same
- Step 12 Less than, greater than, equal to
- Step 13 Compare numbers
- Step 14 Order objects and numbers
- Step 15 The number line

Number

Addition and subtraction
(within 10)

VIEW

- Step 1 Introduce parts and wholes
- Step 2 Part-whole model
- Step 3 Write number sentences
- Step 4 Fact families - addition facts
- Step 5 Number bonds within 10
- Step 6 Systematic number bonds within 10
- Step 7 Number bonds to 10
- Step 8 Addition - add together
- Step 9 Addition - add more
- Step 10 Addition problems
- Step 11 Find a part
- Step 12 Subtraction - find a part
- Step 13 Fact families - the eight facts
- Step 14 Subtraction - take away/cross out (How many left?)
- Step 15 Subtraction - take away (How many left?)
- Step 16 Subtraction on a number line
- Step 17 Add or subtract 1 or 2

VIEW

Geometry
Shape

- Step 1 Recognise and name 3-D shapes
- Step 2 Sort 3-D shapes
- Step 3 Recognise and name 2-D shapes
- Step 4 Sort 2-D shapes
- Step 5 Patterns with 2-D and 3-D shapes

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Spring Term

Number
Place value (within 20)

VIEW

- Step 1 Count within 20
- Step 2 Understand 10
- Step 3 Understand 11, 12 and 13
- Step 4 Understand 14, 15 and 16
- Step 5 Understand 17, 18 and 19
- Step 6 Understand 20
- Step 7 1 more and 1 less
- Step 8 The number line to 20
- Step 9 Use a number line to 20
- Step 10 Estimate on a number line to 20
- Step 11 Compare numbers to 20
- Step 12 Order numbers to 20

Number
Addition and subtraction (within 20)

VIEW

- Step 1 Add by counting on within 20
- Step 2 Add ones using number bonds
- Step 3 Find and make number bonds to 20
- Step 4 Doubles
- Step 5 Near doubles
- Step 6 Subtract ones using number bonds
- Step 7 Subtraction – counting back
- Step 8 Subtraction – finding the difference
- Step 9 Related facts
- Step 10 Missing number problems

Number
Place value (within 50)

VIEW

- Step 1 Count from 20 to 50
- Step 2 20, 30, 40 and 50
- Step 3 Count by making groups of tens
- Step 4 Groups of tens and ones
- Step 5 Partition into tens and ones
- Step 6 The number line to 50
- Step 7 Estimate on a number line to 50
- Step 8 1 more, 1 less

Measurement
Length and height

VIEW

- Step 1 Compare lengths and heights
- Step 2 Measure length using objects
- Step 3 Measure length in centimetres

Measurement
Mass and volume

VIEW

- Step 1 Heavier and lighter
- Step 2 Measure mass
- Step 3 Compare mass
- Step 4 Full and empty
- Step 5 Compare volume
- Step 6 Measure capacity
- Step 7 Compare capacity

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Summer Term 1

Number

Multiplication and division

VIEW

- Step 1 Count in 2s
- Step 2 Count in 10s
- Step 3 Count in 5s
- Step 4 Recognise equal groups
- Step 5 Add equal groups
- Step 6 Make arrays
- Step 7 Make doubles
- Step 8 Make equal groups – grouping
- Step 9 Make equal groups – sharing

Number

Fractions

VIEW

- Step 1 Recognise a half of an object or a shape
- Step 2 Find a half of an object or a shape
- Step 3 Recognise a half of a quantity
- Step 4 Find a half of a quantity
- Step 5 Recognise a quarter of an object or a shape
- Step 6 Find a quarter of an object or a shape
- Step 7 Recognise a quarter of a quantity

Geometry

Position and direction

VIEW

- Step 1 Describe turns
- Step 2 Describe position – left and right
- Step 3 Describe position – forwards and backwards
- Step 4 Describe position – above and below
- Step 5 Ordinal numbers

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Summer Term 2

Number

Place value (within 100)

VIEW

- **Step 1** Count from 50 to 100
- **Step 2** Tens to 100
- **Step 3** Partition into tens and ones
- **Step 4** The number line to 100
- **Step 5** 1 more, 1 less
- **Step 6** Compare numbers with the same number of tens
- **Step 7** Compare any two numbers

Measurement | **Money**

VIEW

- **Step 1** Unitising
- **Step 2** Recognise coins
- **Step 3** Recognise notes
- **Step 4** Count in coins

Measurement

Time

VIEW

- **Step 1** Before and after
- **Step 2** Days of the week
- **Step 3** Months of the year
- **Step 4** Hours, minutes and seconds
- **Step 5** Tell the time to the hour
- **Step 6** Tell the time to the half hour

Consolidation

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Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number **Place value** VIEW				Number **Addition and subtraction** VIEW					Geometry **Shape** VIEW		
Spring term	Measurement **Money** VIEW				Number **Multiplication and division** VIEW			Measurement **Length and height** VIEW		Measurement **Mass, capacity and temperature** VIEW		
Summer term	Number **Fractions** VIEW				Measurement **Time** VIEW			**Statistics** VIEW		Geometry **Position and direction** VIEW		Consolidation

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Autumn Term

Autumn term

Number
Place value

VIEW

- Step 1 Numbers to 20
- Step 2 Count objects to 100 by making 10s
- Step 3 Recognise tens and ones
- Step 4 Use a place value chart
- Step 5 Partition numbers to 100
- Step 6 Write numbers to 100 in words
- Step 7 Flexibly partition numbers to 100
- Step 8 Write numbers to 100 in expanded form
- Step 9 10s on the number line to 100
- Step 10 10s and 1s on the number line to 100
- Step 11 Estimate numbers on a number line
- Step 12 Compare objects
- Step 13 Compare numbers
- Step 14 Order objects and numbers
- Step 15 Count in 2s, 5s and 10s
- Step 16 Count in 3s

Number
Addition and subtraction

VIEW

- Step 1 Bonds to 10
- Step 2 Fact families - addition and subtraction bonds within 20
- Step 3 Related facts
- Step 4 Bonds to 100 (tens)
- Step 5 Add and subtract 1s
- Step 6 Add by making 10
- Step 7 Add three 1-digit numbers
- Step 8 Add to the next 10
- Step 9 Add across a 10
- Step 10 Subtract across 10
- Step 11 Subtract from a 10
- Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)
- Step 13 10 more, 10 less
- Step 14 Add and subtract 10s
- Step 15 Add two 2-digit numbers (not across a 10)
- Step 16 Add two 2-digit numbers (across a 10)
- Step 17 Subtract two 2-digit numbers (not across a 10)
- Step 18 Subtract two 2-digit numbers (across a 10)
- Step 19 Mixed addition and subtraction
- Step 20 Compare number sentences
- Step 21 Missing number problems

Geometry
Shape

VIEW

- Step 1 Recognise 2-D and 3-D shapes
- Step 2 Count sides on 2-D shapes
- Step 3 Count vertices on 2-D shapes
- Step 4 Draw 2-D shapes
- Step 5 Lines of symmetry on shapes
- Step 6 Use lines of symmetry to complete shapes
- Step 7 Sort 2-D shapes
- Step 8 Count faces on 3-D shapes
- Step 9 Count edges on 3-D shapes
- Step 10 Count vertices on 3-D shapes
- Step 11 Sort 3-D shapes
- Step 12 Make patterns with 2-D and 3-D shapes

Spring Term

Spring term

Measurement
Money

VIEW

- Step 1 Count money - pence
- Step 2 Count money - pounds (notes and coins)
- Step 3 Count money - pounds and pence
- Step 4 Choose notes and coins
- Step 5 Make the same amount
- Step 6 Compare amounts of money
- Step 7 Calculate with money
- Step 8 Make a pound
- Step 9 Find change
- Step 10 Two-step problems

Number
Multiplication and division

VIEW

- Step 1 Recognise equal groups
- Step 2 Make equal groups
- Step 3 Add equal groups
- Step 4 Introduce the multiplication symbol
- Step 5 Multiplication sentences
- Step 6 Use arrays
- Step 7 Make equal groups — grouping
- Step 8 Make equal groups — sharing
- Step 9 The 2 times-table
- Step 10 Divide by 2
- Step 11 Doubling and halving
- Step 12 Odd and even numbers
- Step 13 The 10 times-table
- Step 14 Divide by 10
- Step 15 The 5 times-table
- Step 16 Divide by 5
- Step 17 The 5 and 10 times-tables

Measurement
Length and height

VIEW

- Step 1 Measure in centimetres
- Step 2 Measure in metres
- Step 3 Compare lengths and heights
- Step 4 Order lengths and heights
- Step 5 Four operations with lengths and heights

Measurement
Mass, capacity and temperature

VIEW

- Step 1 Compare mass
- Step 2 Measure in grams
- Step 3 Measure in kilograms
- Step 4 Four operations with mass
- Step 5 Compare volume and capacity
- Step 6 Measure in millilitres
- Step 7 Measure in litres
- Step 8 Four operations with volume and capacity
- Step 9 Temperature

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Summer Term

Summer term

Number — Fractions

VIEW

- Step 1 Introduction to parts and whole
- Step 2 Equal and unequal parts
- Step 3 Recognise a half
- Step 4 Find a half
- Step 5 Recognise a quarter
- Step 6 Find a quarter
- Step 7 Recognise a third
- Step 8 Find a third
- Step 9 Find the whole
- Step 10 Unit fractions
- Step 11 Non-unit fractions
- Step 12 Recognise the equivalence of a half and two quarters
- Step 13 Recognise three-quarters
- Step 14 Find three-quarters
- Step 15 Count in fractions up to a whole

Measurement — Time

VIEW

- Step 1 O'clock and half past
- Step 2 Quarter past and quarter to
- Step 3 Tell time past the hour
- Step 4 Tell time to the hour
- Step 5 Tell the time to 5 minutes
- Step 6 Minutes in an hour
- Step 7 Hours in a day

Statistics

VIEW

- Step 1 Make tally charts
- Step 2 Tables
- Step 3 Block diagrams
- Step 4 Draw pictograms (1-1)
- Step 5 Interpret pictograms (1-1)
- Step 6 Draw pictograms (2, 5 and 10)
- Step 7 Interpret pictograms (2, 5 and 10)

Geometry — Position and direction

VIEW

- Step 1 Language of position
- Step 2 Describe movement
- Step 3 Describe turns
- Step 4 Describe movement and turns
- Step 5 Shape patterns with turns

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Supporting SEND

It is important that all of our pupils feel they can have a love of maths and access the curriculum. Therefore, for some pupils, scaffolds and resources (along with the CPA) approach within whole class learning is enough to support them. Group work and paired activities, where pupils can share their thoughts and reason, along with support from an adult is enough.

For some pupils, they may find it challenging to access the curriculum, due to them working below age related expectations. In these circumstances, additional measures are put into place to support them. Teachers need to look at the small steps relating to the learning in class but from previous year groups to see what is covered. That way, pupils can listen to input and key vocabulary but access questions based on their level.

What interventions can be used?

For working below ARE, they can access the 'Mastering Number' session done at the start of lessons 4 days a week. It is very representation and manipulative rich and this really support learning.

A good use of mathematical language along side teaching allows children to explain learning.

What do interventions look like?

Interventions can happen during lessons. Teachers checking in to make sure children are on track with the learning. Children being supported during lessons on how to use manipulatives to gain and show understanding. Work may be adapted in lesson for children to access learning.

In EYFS during lessons children are assessed to see if they have grasped the learning. If not they create a rapid intervention for those children on the same day as much as possible.

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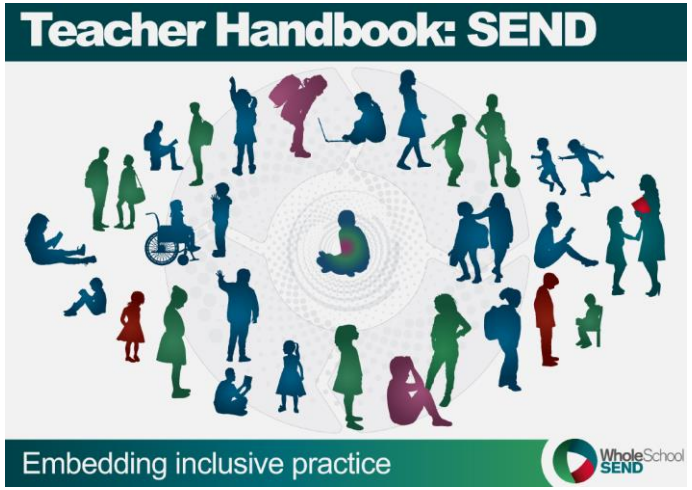
- Where possible, the whole class should be working on the same material and tasks should not be differentiated, but instead increase in difficulty and depth. Learners will have increased self-esteem as they work on the same tasks as their peers, as well as a more secure understanding of a concept.
- Mastery includes the use of resources and representations to help learners see the structure of the maths; learners with SEND may require the support of these resources for a slightly longer period but should be scaffolded to develop independence in engaging with the mathematics without the resource.
- Before a concept is introduced to the whole class, take time to familiarise chosen learners with new vocabulary and its meaning. This will give those learners greater confidence, as they feel confident when this same idea is introduced to the whole class.
- Maths lessons should not be silent.
- It is good to encourage this productive discussion during lessons.
- Scaffolding such as sentence frames, visual support and/or peer partners.

This is taken from



All lessons where possible should include these aspects. If we are teaching to SEND then we are teaching to all.

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CPD Opportunities

What CPD opportunities were there in 2021 – 2022?

- 3 teachers accessed the 'NCETM Mastering Number programme' course, which involved online training and support through the year
- The maths lead was part of the Maths Hub
- Maths lead support through Trust training

What CPD opportunities are there for 2022- 2023?

- Maths Improvement Team – Trust has appointed someone to work with each school within the Trust. Lee, who has been appointed, will come into Raunds Park Infants and will work with us to develop maths appropriate to our school.
- All teachers are accessing 'the Mastering Number programme', including an ECT and supported with the Maths lead.
- Maths Hub – Primary Teaching for Mastery Sustaining programme
- White Rose has guidance for teachers to have CPD before each unit they teach.
- Modelled lessons in Year 1 by Lee Coates.
- Staff meetings to support the use of Whiterose

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