

MATHS EXPECTATIONS - October 2023

| Focus | How often and how? |
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| <p><u>Mental Maths</u></p> <p>(Daily session at 8:45am <i>in addition to Maths lesson</i>)</p> | <ul style="list-style-type: none"> • Children should have daily opportunities, discrete from Maths lessons, to learn counting and number fact recall, to help build their <u>fluency</u> skills. These sessions should be taught and systematic. • Teaching staff should know the National Curriculum statutory requirements for the years immediately above and below, as well as for their own year group (see overview 'Maths-non-negotiables-in-grid.pdf'). Examples of mental maths activities include: <ul style="list-style-type: none"> ○ Counting – forwards and backwards from different starting numbers; count across tens/hundreds/decimal boundaries; include counting in negative numbers, decimals, fractions. ○ Times Tables – Yr1: counting in steps. Yr2-6: multiplications and inverse divisions. Practise previously learned tables. Extend to understanding of fractions e.g. $1/7^{\text{th}} \times 35 = 5$ because 35 divided by 7 = 5. ○ Number Bonds – yes to 5, 10, 20, 100, but also challenge to 7, 17, 70, 0.7, etc., including related subtractions ○ Mental Calculations and Problem Solving – e.g. missing numbers, pictorial problems. |
| <p>Times Tables + Practice / Tests</p> | <ul style="list-style-type: none"> • Statutory requirement of Times Tables by Year: <p>Year 1: count in multiples of twos, fives and tens</p> <p>Year 2: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p>Year 3: count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Year 4: count in multiples of 6, 7, 9, 25 and 1000. Recall multiplication and division facts for multiplication tables up to 12×12</p> |
| <p>Times Tables Rock Stars / NumBots</p> | <ul style="list-style-type: none"> • At least 1x weekly in school and encourage 2x weekly at home. • Children to be rewarded for participation in Celebration Assemblies. • Children to have logs to take home, as well as to access at school. |
| <p>Lesson Plans</p> | <ul style="list-style-type: none"> • <u>Long term plan:</u> should show name and length of all units to be taught each term, over the course of the whole year (e.g. <i>Autumn Term 1, Weeks 1-2: Place Value</i>). A Shape, Space & Measure thread should run concurrently or alternately. • <u>Medium term plan:</u> should be based on White Rose Scheme of Work 2022 and link directly to units shown in long-term plan. • <u>Daily Lesson Plans:</u> should show teacher input; differentiation (including Extension task, Challenge for Greater Depth, simplified tasks for SEN); adult support; any additional resources to be used. |
| <p>Lesson content and delivery</p> | <ul style="list-style-type: none"> • Lessons and independent activities should offer explicit opportunities for children to practise and develop their fluency, problem-solving and reasoning skills. See also '2023-24 CCPS - Calculation Policy' • Children should be introduced to new concepts using the concrete, pictorial, abstract approach to the learning of mathematics. See also '2023-24 CCPS - Calculation Policy' • Children are not expected to write a daily L.O. but should be able to articulate their learning focus for that lesson. |

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| Marking and Feedback | <ul style="list-style-type: none"> • Marking should be timely (during the lesson whenever possible) and meaningful; feedback should refer directly to the L.O. Children are not expected to copy L.O. into their books on a daily basis, but should be able to articulate their learning focus each week. • It is not expected that every book is marked every day: for example, if a general misconception has been identified during marking, it can be addressed as a whole class teaching input the next lesson. • Feedback will sometimes offer children further challenges or ask them to reflect on their learning. This is a good opportunity for them to practise and develop their <u>reasoning</u> skills (e.g. <i>How do you know you're right?</i> or <i>Where did you go wrong?</i>) Responses to be recorded in books as appropriate. • Children should be given time to correct their work and respond to teacher comments on a daily basis where appropriate. • Marking should indicate any adult support given. |
| Targeted Children | <ul style="list-style-type: none"> • Teachers and support staff should have a clear understanding of which children are working below and above the expected level, and should address these needs with targeted support (made evident on planning). Also applies to Pupil Premium children. • Assessment data, via INSIGHT, should be used to identify children who have gaps in specific areas of Maths. Targeted intervention to then be delivered by Teachers/TAs as reasonable. |
| Classroom Displays and Resources | <ul style="list-style-type: none"> • Children should be able to access <u>key vocabulary</u>, relevant to the unit being taught, on display around the classroom. They should also be able to follow displayed resources as modelled examples of calculation and problem-solving, as well as to aid fluency. • All children (particularly those with SEND) should have necessary resources available on their tables to support their understanding of whole class teaching and to enable them to work independently (e.g. hundred square, times tables square) • Manipulatives ('concrete' apparatus) should be available in all classes, wherever appropriate, for children to represent and manipulate numbers and concepts physically. |
| Reasoning & Problem Solving | <ul style="list-style-type: none"> • There should be explicit opportunities for regular Reasoning & Problem Solving tasks within lessons, both as part of taught concepts modelled by the Teacher, and in independent / group work completed by children. • Evidence of Reasoning & Problem Solving work must be shown in books. |
| Home Learning | <ul style="list-style-type: none"> • Homework should include learning / practising number facts (see above) and the expectation that children participate in NumBots / TT Rock Stars (see above) regularly at home. • Any written Maths homework should be relevant to taught L.Os and differentiated in order to support current learning in class. • Home Learning should be able to be completed independently by children with minimal assistance from parents - it should reflect your class differentiation with a challenge for More Able children. |