

Maths Priorities 2022-23 Tibshelf Infant and Nursery School

FS2 - Fluency in numbers to 10 (addition and subtraction facts) - counting fluency to 20

Y1 -Fluency in numbers to 20 (addition and subtraction facts) - counting fluency to 100

Y2 - Fluency in numbers (addition and subtraction facts to 20) and multiplication and division facts (2's, 5's and 10's)

Intent:

- Provide opportunities for children to become fluent in the fundamentals of mathematics and to use this fluency to reason mathematically as well as solve problems by applying their knowledge.
- Provide a language-rich environment to embed key vocabulary to use within mathematics and other connected areas of the curriculum.

Implementation:

- Teaching of core principles of mathematics such as the four operations, allowing children to engage with solving problems, showing perseverance and their factual knowledge. Opportunities to link maths to other curriculum areas and see how maths works in everyday life. Through implementation, we provide children with the mathematical tools to flourish in the future.

Impact:

- Children gain knowledge of maths concepts, enabling them to become independent members of the community, applying their knowledge across the curriculum.

Aims	Success Criteria	Actions	When/where	Monitoring	Impact
To ensure children develop mental fluency when recalling addition and subtraction facts.	Children can mentally recall addition and subtraction facts. They demonstrate a deep understanding of addition and subtraction facts and the composition of numbers.	FS2 – teach Number lessons 4x a week using Mastering Number Fluency -small steps from the NCETM program. Y1 and Y2 – Teach 3x a week Mastering Number Fluency Interventions for all children. Use assessments to identify interventions groups for a pre/post teach.	3x a week using Mastering Number Fluency resources NCETM.	LA – learning walk/ book looks /pupil conferencing/ conversations with staff/ planning scrutiny/data analysis	Children have a deep understanding of addition and subtraction facts. They can apply them in their written work (Y1 and Y2) and calculations. Children can quickly recall multiplication and division facts for numbers in the 2,5 and 10 times tables (Y2). Discussions, lesson observations, book work, data reflects evidence of children's greater fluency.
To develop children's understanding of mathematical	Children understand and use a wide mathematical vocabulary appropriate to their phase of learning.	Staff Meeting - Key vocabulary highlighted on planning- tier 1,2,3, words drawn up weekly linked to	Weekly Lesson plans. Learning wall Wow Words Story times	LA – learning walk/ book looks /pupil conferencing/ conversations with staff/ planning	Children have a wide mathematical vocabulary. Children use mathematical language when

processes and to develop children's confidence to explain mathematically.	Children use sentence stems to support their mathematical understanding and to develop mathematical explanations.	planning – shared with group. Key vocabulary displayed on Maths learning walls (KS1). Sentence stems highlighted in planning to support lessons. Children have opportunities to revisit their mathematical vocabulary, e.g. using Flashback 4. Mathematical stories shared weekly.		scrutiny/data analysis	explaining/reasoning about their work Children are able to give more lengthily and reasoned explanations. Children hear the whole mathematical sentence and not just a one-word answer. Children develop a more positive approach to group work –listen, prove and argue.
To raise the profile of mathematics across all subjects and the wider life of the school.	Children have a positive attitude towards maths and make connections between maths and real-life contexts.	How did I use maths this weekend? Staff to share with children how they used maths over the weekend. Staff to audit role play/ provision for mathematical opportunities. Staff to plan mathematical opportunities across the wider curriculum including the outdoor curriculum, e.g. in the garden area/ at the allotment. Links with Learning include opportunities for real life maths.	Planning. Links with Learning Letter Provision in continuous provision	LA – learning walk/ book looks /pupil conferencing/ conversations with staff/ planning scrutiny/data analysis	Children apply mathematical thinking, skills and language across the curriculum. Children's reasoning and problem-solving skills develop.

The characteristics of effective interventions....

- Focus on key mathematical topics, e.g. number skills, conceptual understanding

- Are led by experienced staff
- Ensure children have a wide bank of strategies they can apply when solving problems
- Use appropriate objects to support children
- Provide brief, regular sessions and give effective and timely feedback to children
- Make explicit connections between targeted support and everyday teaching and activities.
- Vary how the content is delivered, e.g. classwork, group work, physical activity, songs.