

Maths Priorities 2025-26 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 and 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 four operations within Mathematics and enabling children to use these in solving problems. Opportunities to link Mathematics to other curriculum areas and understand how Mathematics works in everyday life.

Impact:

- Children gain knowledge and recall of Mathematics concepts and number facts, enabling them to apply their knowledge across the curriculum.

Aims	Success Criteria	Actions	When/where	Monitoring	Impact
To ensure children develop mental fluency and recall of facts.	Children can mentally recall addition and subtraction facts. They demonstrate an understanding of addition and subtraction facts and the composition of numbers. Children can recall multiplication and division facts appropriate to their year group curriculum.	FS2 - teach Number lessons using Mastering Number Fluency -small steps from the NCETM program. Y1 and Y2 - Teach Mastering Number Fluency sessions for all children. Specific teaching of 4 operations and	4 x a week using Mastering Number Fluency resources NCETM. Daily Mathematics lessons.	JW - learning walk/ book looks /pupil conferencing/ conversations with staff/ planning scrutiny / data review	Children will have a deep understanding of addition and subtraction facts. They will be able to apply them in their written work (Y1 and Y2) and calculations. Children will quickly recall multiplication and division facts as appropriate.

		<p>multiplication / division facts using White Rose Maths scheme.</p> <p>Use of Numbots games website in Year 1 and 2</p> <p>Use of TT Rockstars website in Year 2.</p>	<p>Games log-ins, passwords and parental guidance provided for each year group - success celebrated in weekly assemblies</p>		
<p>To develop children's understanding of, and ability to explain, mathematical processes.</p>	<p>Children understand and use a wide range of mathematical vocabulary appropriate to their phase of learning.</p> <p>Children use sentence stems to support and explain their Mathematical understanding.</p>	<p>Key vocabulary displayed on Mathematics learning walls (KS1).</p> <p>Sentence stems provided in planning of lessons and used to support learning.</p> <p>Children have opportunities to revisit their mathematical vocabulary, e.g. using Flashback 4.</p>	<p>Weekly Lesson plans.</p> <p>Learning wall</p> <p>Story times</p>	<p>JW - learning walk/ book looks /pupil conferencing/ conversations with staff/ planning scrutiny/data analysis</p>	<p>Children have a wide mathematical vocabulary.</p> <p>Children use Mathematical language when explaining/reasoning about their work.</p> <p>Children give detailed and reasoned explanations.</p> <p>Children hear and use whole mathematical sentences rather than one- word answers.</p>

		Mathematical stories			
To raise the profile of Mathematics across all subjects and the in the wider life of school.	<p>Children have a positive attitude towards Mathematics.</p> <p>Children make connections between Mathematics and real-life contexts.</p>	<p>Staff to audit provision for mathematical opportunities.</p> <p>Staff to plan mathematical opportunities across the wider curriculum.</p> <p>Links with Learning include opportunities for real life maths.</p> <p>Use of Numbots games website in Year 1 and 2</p>	<p>Planning.</p> <p>Homework letter</p> <p>Continuous Provision</p> <p>Games log-ins, passwords and parental guidance provided for each year group - success celebrated in weekly assemblies</p>	<p>JW - learning walk/ book looks /pupil conferencing/ conversations with staff/ planning scrutiny/data analysis</p>	<p>Children apply mathematical thinking, skills and language across the curriculum.</p> <p>Children's reasoning and problem-solving skills develop.</p>

		Use of TT Rockstars website in Year 2.			
--	--	--	--	--	--

Effective interventions where required will:

- focus on key mathematical topics, e.g. number skills, conceptual understanding.
- be led by experienced staff.
- ensure children have strategies they can apply when solving problems.
- use appropriate manipulatives to support children.
- provide brief, regular sessions and give effective and timely feedback to children.
- make connections between targeted support and everyday teaching and activities.
- vary how the content is delivered, e.g. classwork, group work, physical activity, songs.