

**Lauriston
School**


**Daubeney
Primary
School**



Maths : Curriculum & Standards

Blossom Federation

Daubeney, Sebright and Lauriston



Development at Daubeney since September

- Sustaining year completed with Maths Hub for Maths Lead and 3 teachers
- White Rose fully embedded and continuing to improve
- Created a federation maths policy
- Data confirms that maths is a strength across the federation
- 3 CPDs led by maths lead covering: lesson format, questioning, pace of starters, book moderation x2
- Support from HE through Emma Burton [ECTs & teachers requiring support]
- One Day Review team grading maths as green in Nov 2021, confirming that it is stable and on track to meet end of year expectations - remained green throughout academic year
- Development of learning environment in EYFS
- Lesson Modelling from maths lead has increased this year
- Subject lead's knowledge of EYFS has improved

Development at Lauriston since September

- Introduced Maths Mastery as our new provision across the school
- Maths Hub training for Maths Lead and an additional member of staff
- External White Rose Mastery training for all staff
- Five CPDs on Maths Mastery for teachers
- One CPD on Maths Mastery for LSAs
- Introduction of Maths Bags and resources
- Introduction of changing partners frequently for maths lessons
- Updated the calculation policy to reflect Maths Mastery
- Developed a new planning guidance for teachers
- Created a federation Maths policy



Development at Sebright since September

- Further developing Maths Mastery across the school
- Developed new planning guidance and lesson templates for teachers
- NCETM Maths Hub training for Maths Lead and an additional member of staff
- CPDs on Maths Mastery for teachers and LSAs
- Modelled Lesson for KS2 Teachers
- Integrating Number Sense Maths for EYFS to Y1, all teachers attended CPD.
- Allocation of year group appropriate resources for lessons
- Increasing profile and use of Maths working walls in classrooms
- Updated the calculation policy to reflect Maths Mastery
- Created a federation Maths policy

Shared Maths Policy

Our vision at Blossom Federation is to nurture a life-long love and confident use of Maths.

We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

We want children in our school to become enthusiastic, independent and reflective learners.

Essentially, we want children to love Maths.



What do our pupils think of Maths at Blossom Federation?



Lyla from Daubeney



Su from Lauriston



Somto from Sebright

Benefits of the Maths Hub



- Improve and develop mathematical provision
- Support and training from a Maths Hub specialist
- School visits from a Maths Hub specialist to facilitate change and development within each individual school
- Visits to other schools to observe best practice
- Access to Maths professional development programme for Maths Lead and additional teacher
- Provide Leads with resources and learning materials to help support schools
- Talking with, and learning from, colleagues from local schools is one to develop new approaches and share best practice.
- Allowing leads to work on new approaches and ideas in between face-to-face meetings, and then discuss and share them with colleagues.

Quotes from staff



"Stimulating and collaborative environment with appropriate time and guidance to develop effective and efficient maths mastery practice"- Mr Lovett, Y6, Lauriston Primary School

"The maths training has enabled me develop my knowledge in teaching maths; the live lessons have been really helpful to see how maths progresses across the year groups. Since attending the maths hub I have been able to implement strategies to support children's verbal reasoning more through the use of sentence stems and questioning. The training has also given me an insight into why number and number facts are so important early on and how it supports the basis of maths mastery. This is now something that I'd like to implement more in year 1 next year. I also feel confident in using different representations and am very conscious of giving my pupils opportunities to verbally reason in maths." - Sultana Alam, Y1, Daubeney Primary School

"In Year 2, we rely on concrete resources and don't shy away from using these in teacher modeling and in whole class learning. Our pupils are encouraged to seek and solve every day mathematical problems e.g., how many pupils on the carpet? How many altogether? Interpreting arrays of children sitting on the carpet; telling time, how many minutes to our break?

Maths mastery is not a destination, but a learning journey for our learners and us as educators, continuously seeking to improve our practice. William P Thurston, an American mathematician, said, "Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding", and this is what we strive to deliver through mastery."- Ms Cosovic, Y2, Sebright Primary School

Year 4 Multiplication Tables Check (MTC)

- MTC took place in the first 3 weeks in June
- The MTC is designed to help ensure children know their times tables to 12 by memory.
- It is an on-screen check, with 6 seconds per question and a total of 25 questions.
- The test's software has been programmed to show children more questions from the 6, 7, 8, 9 and 12 times tables, as these are trickier times tables focused on more in Years 3 and 4.

Year 4 Multiplication Tables Check (MTC)

- All three schools sent a letter for parents in January to explain to parents the structure of the test.
- Children have had daily practice on chromebooks/ipads using Times Tables Rock Stars and websites which mirror the MTC format.
- Parents have been asked to support the children at home and there is a Times Tables Rockstars league table to enthuse the children to practise at home.
- The test was administered in small groups, in a quiet area and supervised by the class teacher

 Daubeney Primary School	 Lauriston School	 SEBRIGHT PRIMARY SCHOOL AND CHILDREN'S CENTRE
37% achieved 25/25 68% achieved 20+	20% achieved 25/25 58% achieved 20+	19% achieved 25/25 55% achieved 20+

Best practice from EYFS



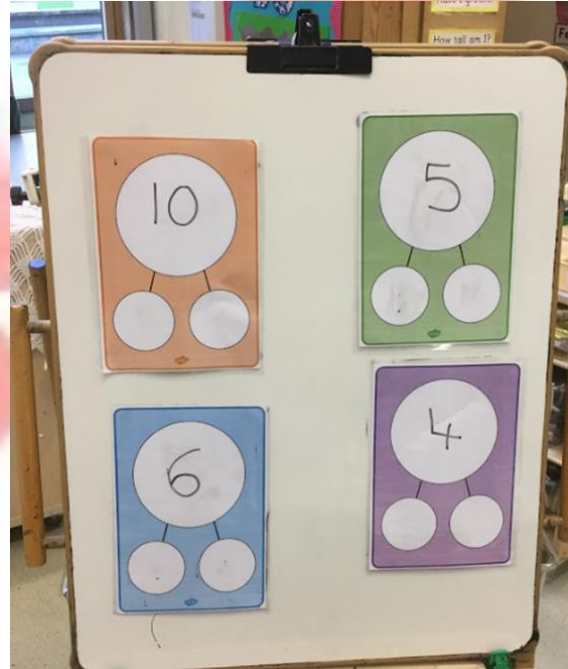
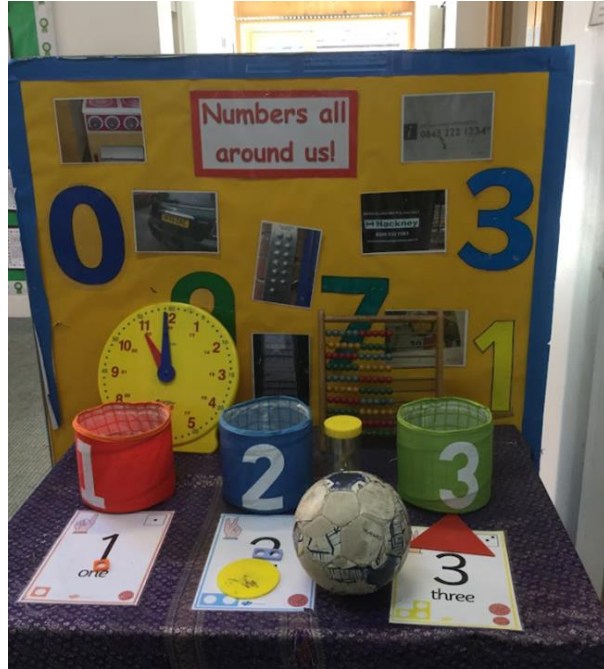
Focus on vocabulary and engaging
with vocabulary in variety of
contexts.

Displays mirror learning.

Use of outdoor areas



Best practice from EYFS



Questioning in Nursery

Excellent Maths displays in
EYFS

Best practice from EYFS



Nursery demonstrating
using measure, volume,
sharing and arrays in a real
life context

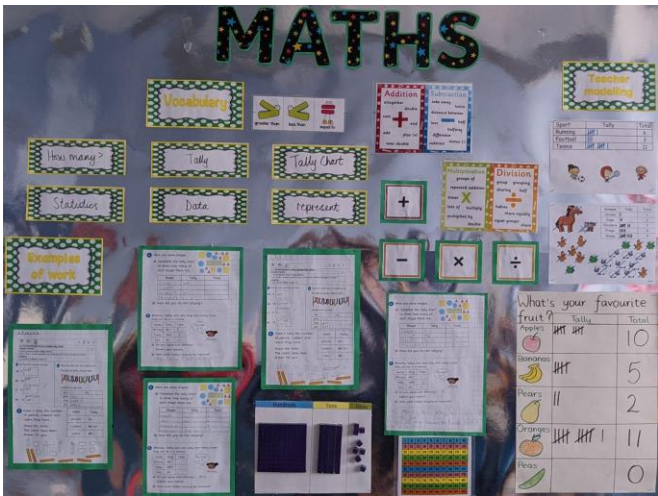


Excellent Maths
displays in EYFS

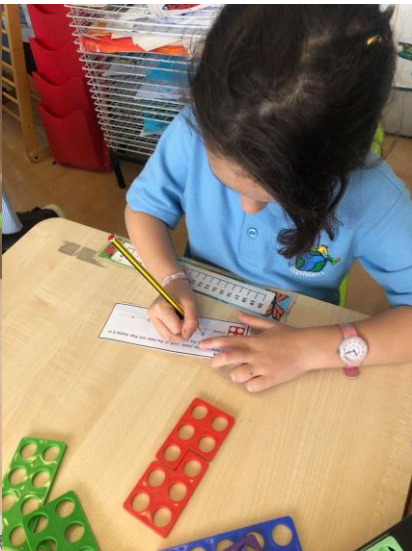



Daubeney
Primary
School

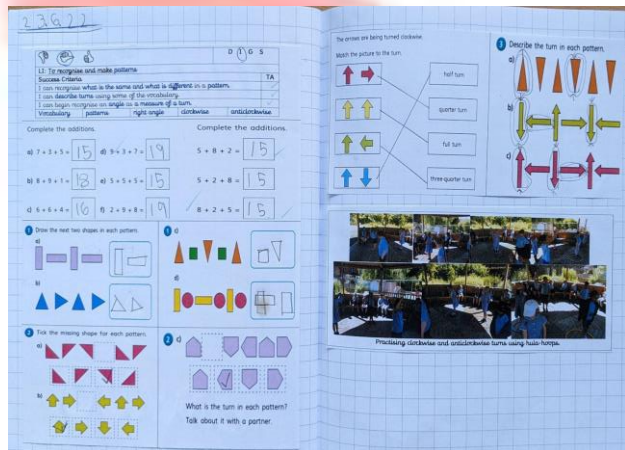
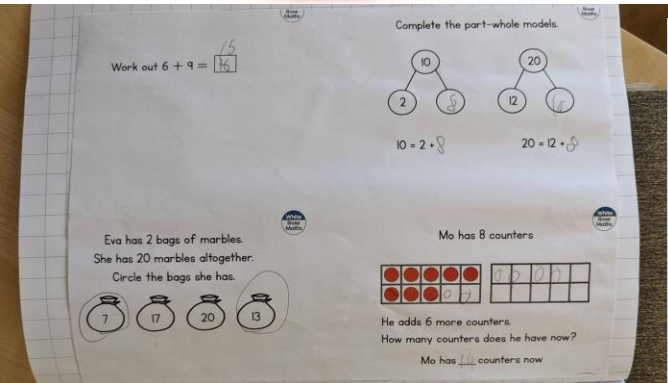
Best practice from KS1



Displays are relevant and up to date.

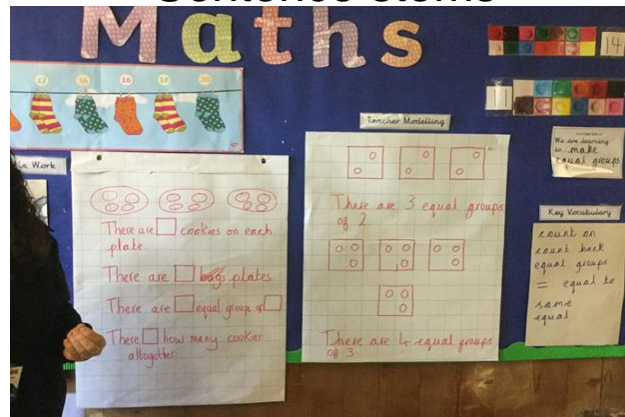


CPA in lessons for hands on maths before evidencing in books.

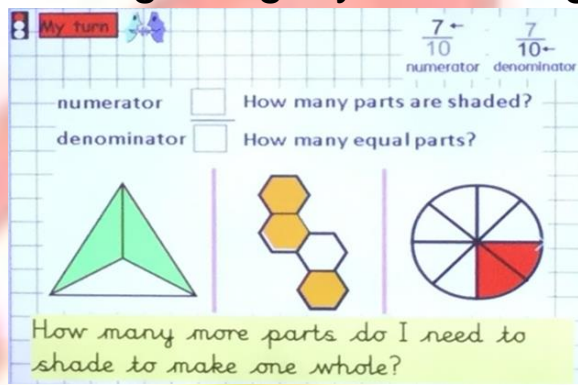


Best practice from KS1

Sentence stems



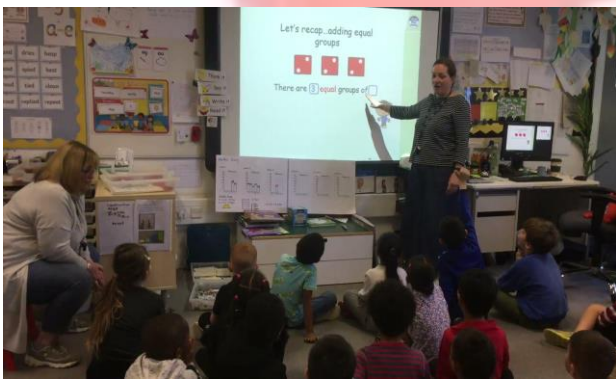
Ping Pong style teaching



Resources available on tables

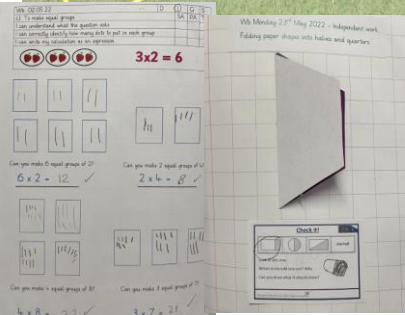


Children using key vocabulary



Best practice from KS1

Learning Outdoors



Examples of CPN model as well as next steps for Y1

Flashbacks/starters to learn more and remember more

Starters Flashback

Flashback 4 Year 5 | Week 8 | Day 5

1) Describe the translation of shape A to shape B.

2) What 3-D shape will this net make?

3) How many right angles are there in a full turn?

4) Divide $564 \div 3$

Starters Whiteboard Activity

1. Write the coordinates of point A and B

2. Plot the point (0, 4)

3. Plot the point (0, 0)

A coordinate grid with x and y axes from 0 to 10. Point A is plotted at (2, 8) and point B is plotted at (6, 1).

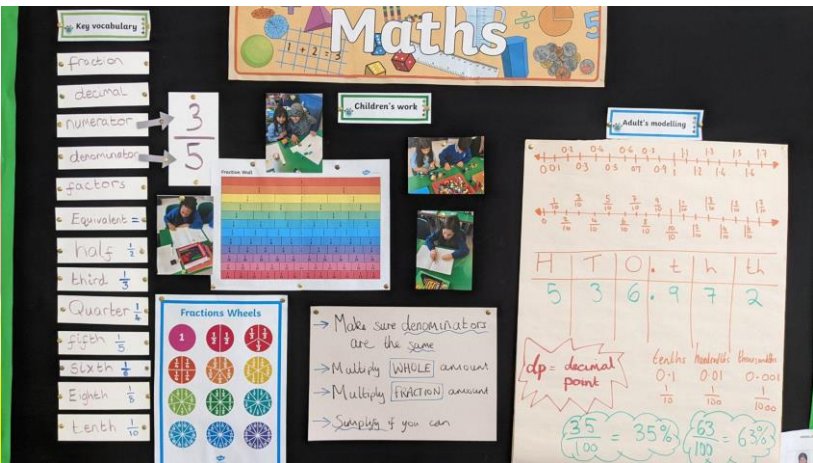
Resources available on tables



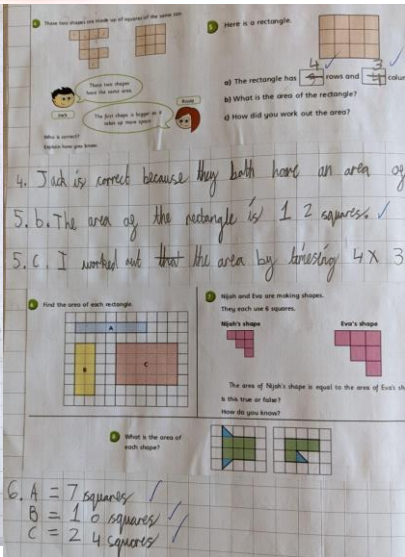
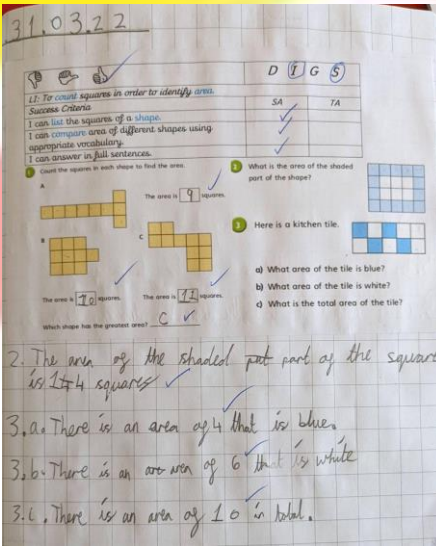
Best practice in KS2



Continued
CPA
approach.



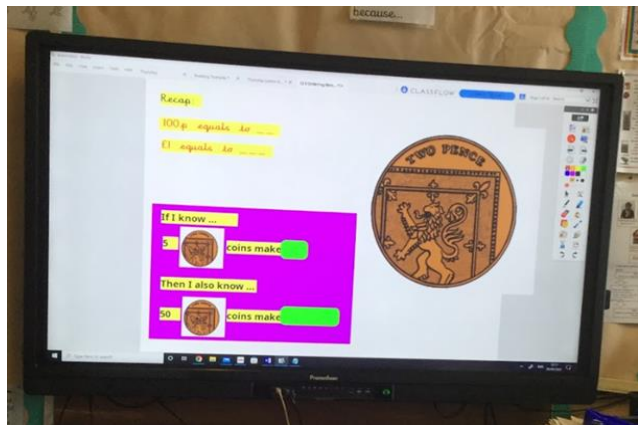
Engaging
and
relevant
displays



High
standard
s of
presenta
tion
exempl
y clear
mathem
atical
thinking.

Best practice in KS2

Sentence stems



Let's look at adding decimals using column addition.

$0.163 + 0.45 =$

What do you notice?

Do we need to exchange?

Use your maths bag to help you

hundredths plus hundredths is equal to ten hundredths, which is equal to one tenth.

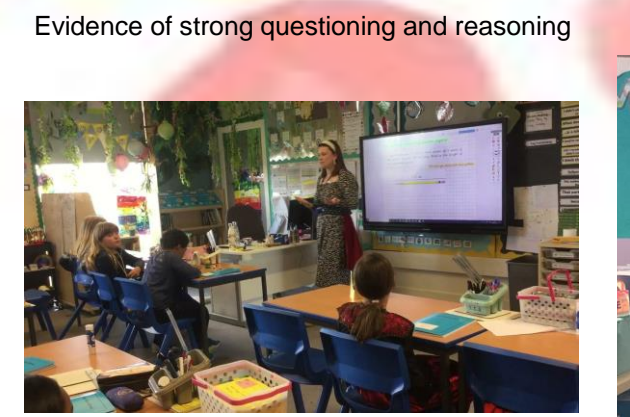
Today we will be learning to write decimals.

I have represented a number using place value counters...

Ones	Tenths	Hundredths
1 1 1	5 5 5 5 5	

There are ones, tenths and hundredths.

The number is



Maths working wall

Maths Working Wall

Teacher Modelling

Reasoning Rules

1. What do I know?

2. What do I need to find out?

3. What are my steps to get there?

Key Vocabulary

Children's Work

Arithmetic

CHECK WHEN FINISHED!

Best practice in KS2

Outdoor Learning



1. Look at the first triangle. What is the size of the first angle?

2. Two angles in a triangle are 42° and 57° . What is the size of the third angle?

3. Two of the angles in a triangle are 12° . What is the size of the third angle?

4. One of the angles in a triangle is 18° . What is the size of the third angle?

Check it!

Odd One Out

10 20 30 40 50 60 70 80 90 100

Which is the odd one out? Explain your answer.

The odd one out is the eighth because all of the dots are representing tenths and on the one the eighth represents eighths because there are eight marks. The bar is representing 8 tenths because 8 of them are shaded. And then one 10 squares the bar represents $\frac{8}{10}$ because out of 10.

11-12 Use the four questions.

Success Criteria:

- I can work out what a question is asking to ask.
- I can decide which question would be best to ask but that I can't answer.
- I can answer the question I ask.

7 9 5
- 4 5 0
3 4 5

I don't agree because the key words are how much more and that means =

17.30 18.00 20.00 21.45 22.00

Resources available on tables



Use of resources has increased in UKS2

Examples of mastery in action - varied representations and children reasoning their answers

Best practice in books



Year 2:

- Fuency and Arithmetic
- Range of representations
- Variation
- Grounded in real life experiences

29.03.22

13. To calculate the area of a parallelogram.

Success Criteria:

- I know a parallelogram has similar properties to a rectangle.
- I can multiply the base by the perpendicular height.
- I can identify the perpendicular height on a shape.

Vocabulary: parallel, perpendicular, base, height, multiply

14. Calculate the area of the parallelograms.

a) $10 \times 4 = 40 \text{ cm}^2$

b) $8 \times 3 = 24 \text{ cm}^2$

c) $6 \times 5 = 30 \text{ cm}^2$

d) $4 \times 7 = 28 \text{ cm}^2$

e) $5 \times 6 = 30 \text{ cm}^2$

f) $3 \times 8 = 24 \text{ cm}^2$

g) $7 \times 4 = 28 \text{ cm}^2$

h) $9 \times 3 = 27 \text{ cm}^2$

i) $11 \times 2 = 22 \text{ cm}^2$

j) $12 \times 1 = 12 \text{ cm}^2$

k) $15 \times 1 = 15 \text{ cm}^2$

l) $18 \times 1 = 18 \text{ cm}^2$

m) $20 \times 1 = 20 \text{ cm}^2$

n) $25 \times 1 = 25 \text{ cm}^2$

o) $30 \times 1 = 30 \text{ cm}^2$

p) $35 \times 1 = 35 \text{ cm}^2$

q) $40 \times 1 = 40 \text{ cm}^2$

r) $45 \times 1 = 45 \text{ cm}^2$

s) $50 \times 1 = 50 \text{ cm}^2$

t) $55 \times 1 = 55 \text{ cm}^2$

u) $60 \times 1 = 60 \text{ cm}^2$

v) $65 \times 1 = 65 \text{ cm}^2$

w) $70 \times 1 = 70 \text{ cm}^2$

x) $75 \times 1 = 75 \text{ cm}^2$

y) $80 \times 1 = 80 \text{ cm}^2$

z) $85 \times 1 = 85 \text{ cm}^2$

aa) $90 \times 1 = 90 \text{ cm}^2$

ab) $95 \times 1 = 95 \text{ cm}^2$

ac) $100 \times 1 = 100 \text{ cm}^2$

ad) $105 \times 1 = 105 \text{ cm}^2$

ae) $110 \times 1 = 110 \text{ cm}^2$

af) $115 \times 1 = 115 \text{ cm}^2$

ag) $120 \times 1 = 120 \text{ cm}^2$

ah) $125 \times 1 = 125 \text{ cm}^2$

ai) $130 \times 1 = 130 \text{ cm}^2$

aj) $135 \times 1 = 135 \text{ cm}^2$

ak) $140 \times 1 = 140 \text{ cm}^2$

al) $145 \times 1 = 145 \text{ cm}^2$

am) $150 \times 1 = 150 \text{ cm}^2$

an) $155 \times 1 = 155 \text{ cm}^2$

ao) $160 \times 1 = 160 \text{ cm}^2$

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aq) $170 \times 1 = 170 \text{ cm}^2$

ar) $175 \times 1 = 175 \text{ cm}^2$

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au) $190 \times 1 = 190 \text{ cm}^2$

av) $195 \times 1 = 195 \text{ cm}^2$

aw) $200 \times 1 = 200 \text{ cm}^2$

ax) $205 \times 1 = 205 \text{ cm}^2$

ay) $210 \times 1 = 210 \text{ cm}^2$

az) $215 \times 1 = 215 \text{ cm}^2$

ba) $220 \times 1 = 220 \text{ cm}^2$

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bc) $230 \times 1 = 230 \text{ cm}^2$

bd) $235 \times 1 = 235 \text{ cm}^2$

be) $240 \times 1 = 240 \text{ cm}^2$

bf) $245 \times 1 = 245 \text{ cm}^2$

bg) $250 \times 1 = 250 \text{ cm}^2$

bh) $255 \times 1 = 255 \text{ cm}^2$

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bk) $270 \times 1 = 270 \text{ cm}^2$

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bp) $295 \times 1 = 295 \text{ cm}^2$

bq) $300 \times 1 = 300 \text{ cm}^2$

br) $305 \times 1 = 305 \text{ cm}^2$

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eo) $680 \times 1 = 680 \text{ cm}^2$

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ho) $1070 \times 1 = 1070 \text{ cm}^2$

hp) $1075 \times 1 = 1075 \text{ cm}^2$

hq) $1080 \times 1 = 1080 \text{ cm}^2$

hr) $1085 \times 1 = 1085 \text{ cm}^2$

hs) $1090 \times 1 = 1090 \text{ cm}^2$

ht) $1095 \times 1 = 1095 \text{ cm}^2$

**Lauriston
School**

Teacher feedback for the GD in Year 1 and 6

100

What have you done with the number 100?

- "I have put them in order for the 11 times table."
- Do you notice any patterns?

"All the numbers the same like 64, 33, 22."

Ethan has an excellent understanding of numbers and often chooses to spend his time exploring maths challenges in the maths area.

(W) Mar 22.

Can you explain the part, part, whole method?

- "One and ninety nine add together to make 100."
- "The two parts add together to make the whole."

[illegible][illegible]

If $x = 5$, write the values of the expressions in the corresponding area.

1) $x^2 - 5$

2) $11.5 - 5$

$x = 5$	$x^2 - 5$
$x = 5$	$11.5 - 5$

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Complete the table.

x	$10 - x$	$10 - x^2$
4	6	36
10	0	0
10	0	0
10	0	0
5	5	25
2.0	8.0	64.0

Play around it a number.

Write down a number.

Use table up with 10.

Write an algebraic equation to represent that product.

Write the equation to match with 5.

What does your first example equal?

$2 \times \left(\frac{50}{10} + \frac{25}{10} \right) = 150$

Good! So, we have a new one made to reach your answer.

Range of outcomes in Year 2

Best practice in books

Children making more use of squares in books and jotting their calculations - as per feedback from ODR

A range of next steps to challenge learners and extend those working at GD



3. 2. 22

Flashback

1. $575 \div 5 = 115$ ✓

$575 \div 5$ ✓

$500 \div 5 = 100$
 $70 \div 5 = 14$
 $5 \div 5 = 1$
 $100 + 14 + 1 = 115$ ✓

115×5 ✓

$100 \times 5 = 500$
 $10 \times 5 = 50$
 $5 \times 5 = 25$
 $500 + 50 + 25 = 575$ ✓

2. $249 \times 3 = 747$ ✓

249×3 ✓

$200 \times 3 = 600$
 $40 \times 3 = 120$
 $9 \times 3 = 27$
 $600 + 120 + 27 = 747$ ✓

3. $11 \times 12 = 132$ ✓

4. $4523 \rightarrow 4500$ ✓

5. Half past 2. ✓

2. $4 < 8$
 $9 < 10$

3. The pattern is every time you add two squares. ✓

Area 9, 13 ✓

Check it!

Triangle
Squares
Hexagons
Heptagons
Octagons

Think it!

I know the answer is 12 because I know the answer to the previous question is 10 and I added 2 to it.

Prove it!

The sum of the interior angles of any polygon is 1,080.

What polygon has Anas drawn?

How many sides does a polygon have?

Think it!

Walkies

How much does the dog walker charge for a 2-hour job?

Write a formula to show the cost (c) for (h) hours.

Prove it!

The Wooden Letter Company sells wooden letters for £2 each, plus £1.50 for delivery of each order.

Write a formula to show the cost (c) for the number of letters (n).

Using and Applying

14 Look at the equation.

$98 \div 14 = 7$

$14n = 98$

Work out the value of $140n = 980$

15 Look at the equation.

$n + 3 = 12$

$12 - 3 = 9$

Use it to work out the value of $n - 3 = 6$

Y6 practising SATs style questions