

What does Maths look like in Class 1?

Organisation of resources and planning in Class 1

Delivering Maths across three year groups as well as two very different curriculums takes careful planning and a strong subject knowledge. The core of our planning stems from the National Curriculum and an overview developed from the White Rose planning tools. This gives an overview of the year, so maths is taught progressively, to build on skills and introduce new concepts when the pupils have firm foundations to move forward, not only being fluent but also being able to reason and problem solve.

The National Curriculum Statutory content has been cross referenced over both Year 1 and 2 so concepts are taught at the same time. For example, all pupils will be working on fractions at the same time with Year 1 recognising halves as two equal parts of a shape and Year 2 writing $\frac{1}{2}$ and recognising its relationship with $\frac{2}{4}$.

The White Rose scheme provides the main framework for the sessions taught in Class 1 as the scheme provides activities that consolidate fluency with the opportunity to deepen reasoning skills and explore through problem solving. We also draw upon activities from NCETM Oxford Owl Resources as these provide excellent opportunities for investigations and addressing misconceptions. Where appropriate we also use NRich and Maths No Problem. Maths No Problem can be great introduction to a concept and NRich provides some useful investigations.

Many practical activities are also planned as part of our sessions to give the children the opportunity to explore in the concrete form before moving on to pictorial and abstract. CPG mental workout books and the 99 club also provide the opportunity to consolidate and reinforce learning. The CPG books have three sections on each page that develop variation and challenge the children to think mathematically in different contexts.

Children in the Reception Year follow the same progressive overview to develop and deepen skills along with an understanding of the child's own interests and desires. Reception children take part in short adult led activities which are then supported with carefully considered continuous and enhanced provision.

Classroom delivery

Classroom delivery varies in terms of groupings and adult focus. Sometimes the whole class will begin together to consolidate and reinforce a concept with children moving to an activity at a point that is suitable for them. At other times the children will begin to explore immediately, with adults guiding and supporting the reasoning and problem-solving process, quickly addressing misconceptions and using mini 'in the moment' plenaries to share ideas and findings. Common misconceptions, target questions and sentence stems are discussed with the adults before the lesson to ensure careful and concise delivery.

A working wall is used to demonstrate a 'journey' of the learning for a concept. Pupils use it to evidence new learning, share when misconceptions have been addressed as well as display sentence stems.

Revision

A block for revision is timetabled to support Year 2 in consolidating their skills and knowledge in the spring term. This provides the opportunity to address any areas that may need revisiting and address any misconceptions.

Revision skills and meta-cognition strategies are embedded throughout the year with the children using songs, rhymes and sentence stems to reinforce concepts.

Feedback

The pupils have access to a high level of verbal feedback and over the shoulder marking. Misconceptions that occur through the sessions are discussed immediately and future activities are often planned from these discussions. Written comments also address personal misconceptions and learning. The teacher writes in green and the pupil responses and corrections are in purple. The learning line has proven to be an excellent tool in pupils being reflective on their learning and communicating with staff their confidence and attainment.

Marking is highly personalised. Pupils are very strong at questioning and a culture of demanding further explanation from staff prevails. One to one time is given on Friday mornings for any pupil who wishes to have clarification or practise (DIT). The pupils are excellent at requesting this and there is no stigma attached to this by the pupils.

All adults involved in the support of the pupils are involved in feedback at the end of the session to share observations. There is excellent communication to support the pupils and strong awareness of pupil's understanding and need.

Reciprocal learning

The older pupils in the class support others and are happy to clarify and teach others. It reinforces their learning and gives valuable peer to peer insight.

Cross curricular learning and evidence of maths in other books

Maths is delivered each morning but it may also be found across the curriculum. Incidental maths happens across the day with songs and rhymes, sequencing events or counting down until the bell goes for lunch. Maths can also be seen in the red science books when we have measured how far a car has travelled in an experiment or symmetry in nature, in the green humanities books where we have used timelines or given directions as well as in art, looking at ratio, symmetry and mixing equal parts of paint to make primary colours.

Developing parent's confidence with maths

We have offered support for areas of learning such as fractions, learning multiplication and one to one support with particularly problems a pupil may be experiencing. The school lends concrete aids to families to assist with homework. The school has shared visual representation of calculation with parents that are used regularly in the classroom.

Volunteer support for Class 1

We are lucky enough to be supported by experienced volunteers. Mrs Baylis (Hub Councillor) and Mrs Belcher have both previously taught in the Foundation Stage and have a wealth of knowledge and expertise to share. Mrs Baylis joins us on a Wednesday morning and Mrs Belcher on Thursday mornings.