

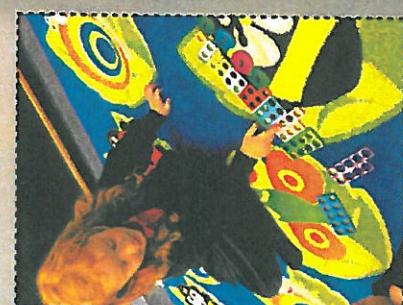
THE CURRICULUM

Children are encouraged to explore concepts through a **CONCRETE**, **PICTORIAL** and **ABSTRACT** approach. In the classroom, this can be reflected through counting the number of spoons in the bakery, or the amount of superheroes on a front cover before moving on to writing numerals to represent these.

Why is the concrete, pictorial, abstract approach important when my child can already count?

Concrete and pictorial approaches are useful to embed a deeper understanding of Mathematics. They can be used to challenge pupils allowing them to demonstrate and explain their thought processes. The approach gives the children the choice of

resources, developing their understanding rather than just repeating routines.



GROWTH MINDSET

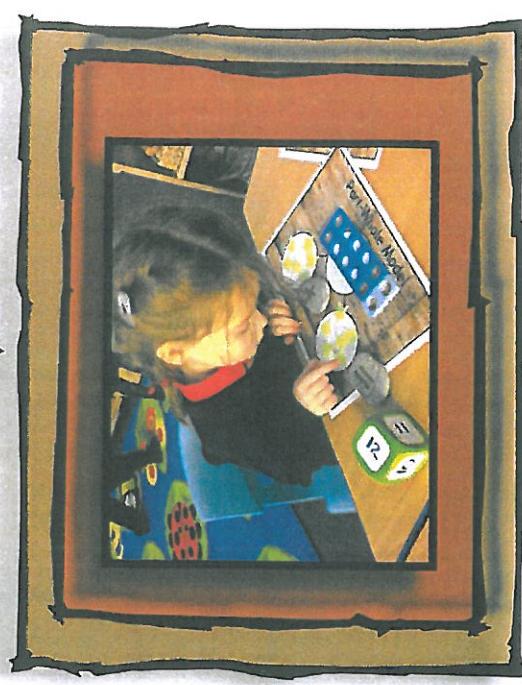
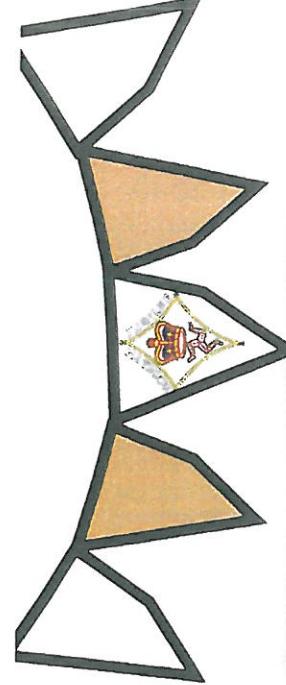
At Scoill yn Jubilee we have spent several years developing our Learning to Learn curriculum which supports children in developing a growth mindset. We believe that success is linked to hard work and persistence.

With this in mind, children will be encouraged to view Mathematics positively, approaching problems with a 'can do' approach with the understanding that errors are a key step in learning.

"Anyone who has never made a mistake has never tried anything new."
Albert Einstein.



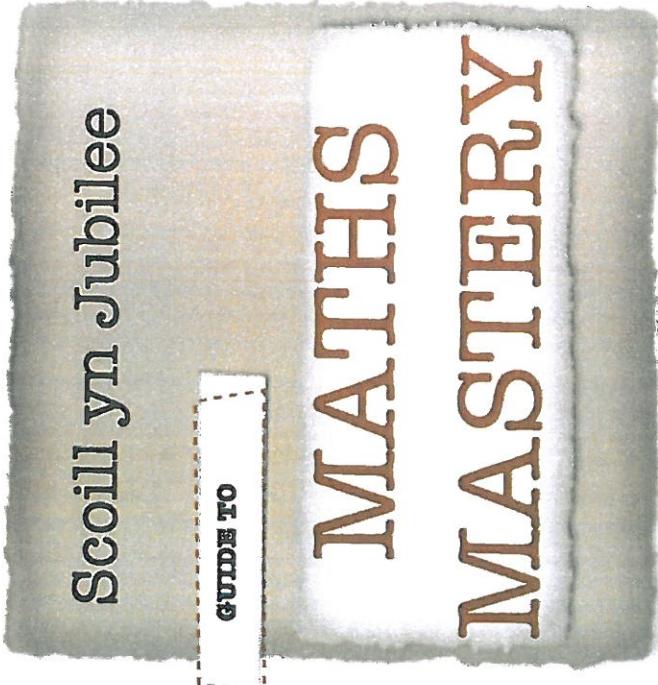
Learning to Learn



Scoill yn Jubilee

GOALS TO

MATHS MASTERY



KEY FEATURES OF MATHS MASTERY

- High expectations for all children.



- Fewer topics covered in greater depth over a longer time.

- Number sense and place value coming first. Develop mathematical language, mathematical thinking and understanding.

- Research-based curriculum. Problem solving is central, objects and pictures always before writing numbers. Problem solving is central. Calculate with confidence: understand why it works.

- Challenge being provided through greater depth, rather than accelerated content (moving into next year's concepts) - this allows children to deepen their knowledge, improve their reasoning skills and explain their thinking.

EFFECTIVE QUESTIONING

Teachers promote reasoning through carefully chosen questions, such as:

- _____ thinks that _____. Do you agree? Explain your answer.
- Is it always, sometimes or never true that _____?
- Can you spot the mistake? Explain how you know they are wrong.



Lessons include an expectation for children to answer in full sentences in order to fully explain their understanding.

This allows children to use their mathematical vocabulary to explain and justify their answers and show a greater depth of understanding in comparison to previous years.

For example, the teacher question: "What is one more than 3?" Should be answered "One more than 3 is equal to 4."

MATHS LESSONS

Maths lessons are taught daily to ensure that Maths is viewed to be as important as both reading and writing.

During this adult led session the children solve problems and apply their understanding of time, number, measure and money through songs and the interactive display. Each day the children have a secret number to discover, which could be the next number in a sequence, an answer to a number sentence, or a missing number within a number sentence. These sessions are flexible to the needs of the children in the class and the children gain a real sense of ownership and enjoyment from the daily boost.

TRACKING PUPIL PROGRESS

All children develop at different rates and some may take longer to master specific concepts than others. The adults in the classroom will continually monitor the children's progress in all areas of their learning, addressing misconceptions and supporting and challenging the children where necessary.