

Mathematics

The Purpose

Math's is the study of relationships in number, measures, space and data- handling and their application to solving problems in a variety of situations.

Mathematics equips pupils with a powerful set of tools which include logical reasoning, problem solving and the ability to think in abstract ways.

It provides children with a way of viewing and making sense of the world in which they live. Building on their own experience, it encourages thinking and reasoning skills, embraces natural curiosity and develops the confidence to tackle problems which arise not only in mathematics but other areas of the curriculum.

National Curriculum

The aims of the national curriculum for maths is to develop fluency, reasoning and problem solving.



The Foundation Stage

Outcomes at the end of FS

Number

- children count reliably with numbers from 1 to 20.
- place numerals in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Shape, Space and Measures

- children use everyday language to talk about size, weight, capacity, position, distance, time and money, compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Contact

If you have any questions regarding the teaching of Mathematics, please do not hesitate to speak to your child's class teacher or contact:

Miss Jones and Miss Marples

Mathematics Curriculum Team



**Royd Nursery
Infant School**

Mathematics

An Information Booklet for Parents and Carers

The Foundation Stage

In Nursery and Reception, a wide range of cross-curricular activities support the teaching and learning of mathematics, including stories, songs, rhymes, imaginative play, board games and outdoor play. Much of the maths is focused around daily routines,

Over a week, the teaching of maths will include whole class activities e.g. counting, discussion of main teaching objectives and group activities. These are approached flexibly to accommodate the needs of the children. The Foundation Stage environments includes maths areas with number challenges for children to independently access. Children also know where the numicon, and number lines are kept so that they can make independent choices about what resources they need to help them with their learning.

This set up also encourages children to use and apply their developing mathematical ideas and methods.



Key Stage One

In Year 1 and Year 2 maths sessions all children are encouraged to develop mental methods of calculation, recall of number facts and mental imagery. The purpose of this part of the lesson is to keep skills sharp. There is a strong emphasis on developing instant recall of number facts, including number bonds and doubles and is delivered with a fun, fast pace.

Mathematical activities are introduced to the children through concrete experience and at all levels abstract work is reinforced with practical activities. We encourage children to select and use appropriate equipment as much as possible. Children work in groups, pairs or as individuals on differentiated tasks to meet their individual needs. Working in groups or pairs provides children with the opportunity to talk which develops their mathematical reasoning and understanding of concepts.

Discussion with peers, describing, explaining, clarifying ideas, predicting and reporting outcomes and asking questions, all fosters the development of mathematical language and conceptual understanding.



Key Stage One

The children work on a variety of activities, usually practically at first then with discussion with peers, describing, explaining, clarifying ideas, predicting and reporting outcomes and asking questions, which all fosters the development of mathematical language and conceptual understanding. The children work on a variety of activities, usually practically at first then with some recording. As children develop, they are encouraged to record their work in a variety of ways, develop personal methods of recording, compare and discuss alternate methods, refine and practice useful methods. These will vary according to the type of activity. They may include symbolic, statistical, diagrammatic, pictorial, verbal reporting or the construction of a model. As children become more involved in investigative activities the onus is on them to decide the most appropriate methods of recording.

The maths calculation booklet may be helpful and can be found in the school entrance.

