



Maths on a Page - Lumbertubs Primary School



Vision and Aims

Our maths curriculum at Lumbertubs follows the Sarah White medium-term plans which are in line with the White Rose scheme of work. The planning and lessons taught at Lumbertubs all follow the same structure- Discover, Develop, Demonstrate. This language is used consistently across the school. Teachers use different resources to aid their teaching and these can include Maths No Problem, White Rose or other appropriate resources. At Lumbertubs Primary School we strive to make maths accessible and enjoyable for all. We aim to develop confident and able mathematicians who support and encourage each other. We use a planning structure that enables for consolidation of skills as well as promoting new learning opportunities. At Lumbertubs Primary School our lesson structure allows opportunities for collaborative learning, individual practice and progression. We challenge children to always aim for the top where ever they are on their maths journey. We deliver maths lessons that allow opportunities for problem solving and application of skill in real world contexts. Staff use and model high level vocabulary and always have high expectations of children within their lessons. Our goal is for children to leave Lumbertubs as self-assured, enthusiastic mathematicians that believe they are capable to apply their skills to any field they wish (aspirations).

Planning

Long Term (Yearly)

- Sarah White overviews

- (linked to White Rose)

Medium Term (Half terms/units)

- Identify sequence of learning for each unit

- Pick out small steps for lesson sequences

- Identify areas for potential misconceptions

- Identify key mathematical vocabulary

- Use the calculation policy to identify specific representations that need to be taught

- Identify the best resource for each unit (White Rose, MNP etc.)

Short Term (daily lessons)

- Clear and focused learning objective for each lesson

- Small step learning

- Build on previous learning

- Opportunities for problem solving and reasoning through out

What maths lessons look like

Discover

- Whole class input

- Links to previous learning

- Anchor task

- Mathematical discussion (use of sentence stems)

Demonstrate

- WAGOLL

- Chances guided practice of work (allowing for a gl)

- Collaborative learning

Develop

- Independent application of skills taught

- Chance to consolidate learning

- Work is appropriately differentiated to allow all children to succeed

- Self-assessment marking and corrections (where appropriate)

- Challenge for all