



**'Together we shine brightly because together we make a difference'**

## **Maths @ Dursley C of E Primary Academy**

### **Vision**

Mathematics is an important creative discipline that helps us to understand and change the World. We want all pupils at Dursley C of E Primary Academy to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject.

At Dursley C of E Primary Academy, we foster positive 'can do' attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content.

### **Curriculum Intent: Skills**

#### **We aim for all pupils to:**

- Become fluent in the fundamentals of mathematics (see Year by Year Curriculum Maps) so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

## Curriculum Implementation *What does Maths look like at Dursley?*



### Mathematics Lessons

Each lesson focuses on a manageable step of new learning based on the NC statements.

#### **Typical Lesson design:**

- 1) Hook It: Introduction
- 2) Teach It: Live modelling of the new learning with explicit use of potential misunderstandings
- 3) Practise It: All children practise together **Support & Challenge**
- 4) Do It: Up to 5 examples – 5 'What it is' or '3+2 'What it is/What it's also' **Challenge 1: Procedural Fluency**
- 5) Secure It: 1 or 2 Misunderstandings (True/false, Spot the mistake) **Challenge 2: Conceptual Understanding**
- 6) Deepen It: Apply understanding to solve new problems **Challenge 3: Mathematical Thinking**
- 7) Review It: Lesson Recap: Key Concept Statement and Key Vocabulary

General features of a teaching for mastery approach, which can be found within these lessons:

**Stem sentences which promote precise mathematical vocabulary and generalisations for all pupils**

**Representations which are carefully chosen and can be concrete, iconic or abstract, and that move between the three**

Intelligent Practise  
Questions to make  
children think.  
To show children  
what the learning  
is and what it is  
also

### MathsOnTrack (MOT) Meetings

Day 1 : Deliberate Practice: Past and Present

Day 2 : Deliberate Practice: Past and Present

Day 3 : Targetted practise based on assessments

Day 4: Problem Solving

Day 5: Fluency/Fact Firday