



Ysgol Fabanod Cwmaber Infants School

The Four Purposes

At the heart of our writing Framework lie the Four Purposes. Everything that we do is to enable These Four Purposes to be met:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Mathematics Proficiencies

Communication using symbols
Conceptual understanding
Fluency
Logical reasoning
Strategic competence

Maths and Numeracy

Numeracy Skills across the curriculum

As a cluster, we have mapped out the numeracy skills from Nursery to Year 6. These are identified in short term planning and linked to units of work for other AOLEs. These skills are applied through different contexts to develop application of skills.

Numeracy Across the Curriculum Focus skills

Reception	I can demonstrate an understanding of the purpose of money through role play and real-life situations.	I can count, read, write, compare and order numbers to at least 20. I can understand and use the concept of "one more", "One less" and "How many altogether?"	I am beginning to show my understanding of a sense of size, shape and position.	I can present and interpret work orally and pictorially.
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Vision

Our vision is to develop learners who have a confident and positive attitude towards maths- to see maths as an exciting puzzle or as a toolkit for solving problems that arise in everyday life. We want them to see the relevance of numeracy in their own lives and how links are made between concepts. Through regular reinforcement we will teach them to make connections which will enable them to apply their understanding to different contexts.

We want our learners to be ambitious- to challenge themselves, to do the best they can, to make mistakes, to overcome challenge and to ask questions. As a school we will develop concepts through different representations, flowing between concrete, pictorial and abstract, where there is no ceiling on the learning. We will ensure that symbols are fully understood in a range of contexts before expecting our learners to use them to represent their ideas. By constantly keeping previously taught maths skills and facts "on the boil" through warm up sessions, we will develop fluency and accuracy, allowing learners to recall and apply their skills quickly and confidently.

Through carefully planned, often open -ended questions, we will develop skills of reasoning and logic, where links between concepts are highlighted, so that learners begin to use these skills independently, and are able to create their own problems to solve. Appropriate and relevant mathematical vocabulary will be taught explicitly to enable all learners to explain their deeper understanding thinking, supporting the development of reasoning skills.

Problem solving, in maths activities and through authentic contexts in other AOLEs, will be integral to the teaching and learning process. We want our children to be excited about solving problems- to identify the maths skills that they need and to collaborate with each other to find solutions, taking risks and making decisions. We will develop financial literacy and encourage creativity and entrepreneurship through regular whole class projects.

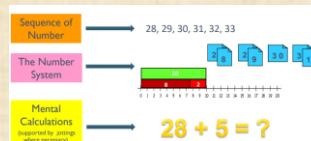
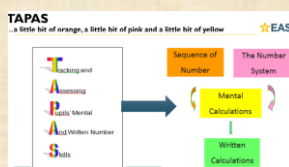
We want to challenge negative preconceptions towards maths among parents and the community through support and engagement. Wherever possible, we use Welsh contexts to develop Cynefin.

Whitrose Maths- Yearly overview of topics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TALK				Number Addition and subtraction				Geometry Shape			
Spring term	Measurement Money		Number Multiplication and division				Measurement Length and height		Measurement Mass, capacity and temperature			
Summer term	Number Fractions		Measurement Time		Statistics		Geometry Position and direction		Consolidation			

We follow the yearly plan to ensure coverage of topics but also have flexibility in our approach. We sometimes move topics if they fit in with a particular theme or work better at a different point in the year.

We use **TAPAS** to support our Maths teaching, particularly for warm ups, interactive maths boards and number assessments.



Assessments

Assessments

We use in learning assessments, including self and peer assessments. We also use start and end of block WR assessments to measure progress made during a topic. TAPAS assessments are used throughout the year to ensure number skills are progressing. National Tests are carried out in Autumn and Summer term for Year 2 learners

Problem Solving/Reasoning/Application of skills

We plan activities that develop reasoning and problem-solving skills on a fortnightly basis, through authentic learning experiences. Skills learned are applied through meaningful contexts, linked to the topic

We use a **Mastery** approach to teaching Maths, using Concrete, Pictorial and Abstract methods to develop deeper understanding of mathematical concepts . In books, we record the method used by learners using a C,P or A.

Groupings

We use a mixture of ability and mixed ability groupings, depending on the activity. Our MA learners will usually use an abstract approach whereas our LA learners will usually use a concrete approach.

Trips and Topics

We ensure that a balance of our topics and trips have a maths/Numeracy focus

Doodle Maths is our online personalised program that our learners access in school and at home to deepen and extend their conceptual understanding.



Branching Out Activities

Learners are involved in their own learning by discussing the steps needed to achieve a Proud Product . These are displayed as leaves on The Branching Out Board and are planned for in the enhanced and continuous Provision