

Times Tables Rock stars

To support the children with their fluency and recall of multiplication tables we provide each child from Year 2 upwards with a log-in. This can be accessed by children in Year 1 who are developing confidence with the concept of multiplication and are ready to develop more fluency with x-table recall.

Research Base:

Education Endowment Foundation report: Improving Mathematics in Key Stages 2 and 3

White Rose Maths

Third Space Learning Blogs

Our Maths Leader is Mrs J Spooner.

Mathematics



Hamble Primary School

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Information for Parents

By working together we help our
children to succeed.

At Hamble Primary School maths is taught through daily lessons during our Core Weeks. These consist of a maths meeting, a short arithmetic session, allowing for recursive learning, and a longer 'lesson'.

Daily Arithmetic Sessions

Why we do this?

It is well known that mental arithmetic is a very important life skill. In school we know that children need lots of opportunities to revisit key skills and that regular practice of known facts and new learning is essential. By having a section of the maths lesson dedicated to this mental fluency and recall we know that this will support the children with many of the other areas of mathematics. This developing fluency will allow the children to make better use of their skills, finding and applying more efficient strategies when faced with more challenging and complex mathematical tasks. This approach supports pupils to develop a fluent recall of facts.

How we do this?

From Year 2 to Year 6, the children have daily arithmetic sessions. They also happen in Year 1, however, this is sometimes covered as part of the main maths session. This consists of a mixture of questions that support the revision of mathematical concepts and skills.

The children undertake an assessment at the beginning of each half-term, the outcomes of these assessments are used by teaching staff to support future learning. Knowledge of common misconceptions can then be picked up and planned for by the class teacher.

Main Part of the Mathematics Lessons

Methods are taught and revisited, with connections and links between mathematical concepts emphasised. Once **specific methods** have been learnt, children are encouraged to develop their independence and consciously choose between methods they are confident with. For specific information about the

methods taught within each year group please see our **Calculation Policy**. This can be accessed via our website.

<https://primarysite-prod-sorted.s3.amazonaws.com/hamble-primary-school/UploadedDocument/2e90a5765c5b47c3b8e7e4434aa4c498/calculation-policy-hamble-primary-school-2018-19-for-parents.pdf>

We make use of **metacognition** wherever possible, this involves the adults describing their own thinking when working through mathematical problems, modelling 'mathematical thinking' for the children. Children are then encouraged to explain their own thinking to others.

Moving through Concrete and Pictorial to the Abstract

When introducing a new concept in maths, or the next step in the progression of learning in that area, we aim to make use of appropriate physical resources (concrete).

- **Concrete resources** can be anything, such as Dienes apparatus to support with understanding the partitioning of numbers or adding and subtracting numbers with several digits. Physical objects can and will be used by children right through to Year 6, for example, the use of plasticine to support with an understanding of fractions.
- **Pictorial representations** could be drawings to support with, for example, division. Children might draw their own number lines or bar model to support them in answering a mathematical problem.
- The use of physical or pictorial representations are an aid to understanding the more **abstract concepts** and can be used as a scaffold to support the child's developing understanding. Notes and jottings would be encouraged at any point, as appropriate to the task.