Mathematics at Ferry Lane

Here at Ferry Lane it is of paramount importance to ensure that our children have the best possible grounding in mathematics during their time with us. With this in mind, we aim to spark a curiosity and excitement for maths learning, while instilling confidence and knowledge in children as they embark on their journey to mastering the maths curriculum. Our curriculum is designed to be inclusive for all abilities and needs, providing support and challenge as needed.

At Ferry Lane Primary the three aims of the Primary Maths Curriculum are at the heart of everything we do, these are:

- **Fluency** in the fundamentals of mathematics so that pupils develop conceptual understanding, and the ability to recall and apply knowledge rapidly and accurately.
- **Reasoning** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **Problem Solving** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Ferry Lane, we plan our maths using the Abacus scheme of work. Abacus teaches children mathematical concepts through pictorial, practical and written methods in order to develop a deep understanding, confidence and competence in Maths.

Our pupils know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential, including jobs that require a deep understanding of maths knowledge. Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.

Pupils use acquired vocabulary in maths lessons, seeing a progression of this throughout the school. They have the skills to use methods independently and show resilience when tackling problems. Children show a high level of pride in the presentation and understanding of the work. Teachers plan a range of opportunities to use maths inside and outside school in order to develop the ability to recognise relationships and make connections in maths lessons.

Outcomes: At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. Rapid Interventions are used in class to ensure that there is no delay in moving the learning forward for all learners. Since the pandemic, the National Tutoring Programme (NTP) was used on focus pupils to help address significant gaps in learning

Mastery: All children secure long-term, deep and adaptable understanding of maths which they can apply in different contexts.

Key Documentation

Reception Mathematics Policy

https://www.activelearnprimary.co.uk/app/support/abacus#:play(439065)

Number and Calculation Strategies in Reception

https://www.activelearnprimary.co.uk/app/support/abacus#:play(439066)

Calculation policy Year 1-6

https://www.activelearnprimary.co.uk/app/support/abacus#:play(213692)

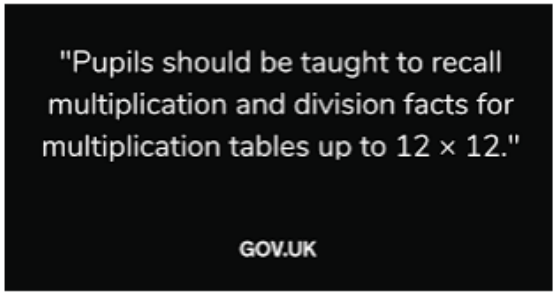
Overview of calculation methods and strategies at KS 1

https://www.activelearnprimary.co.uk/app/support/abacus#:play(213693)

Overview of calculation methods and strategies at KS 2

https://www.activelearnprimary.co.uk/app/support/abacus#:play(213710)

Multiplication Tables Check (MTC)



'The Multiplication Tables Check' (MTC) is a key stage 2 assessment to be taken by pupils at the end of Year 4 (in June). The purpose of the MTC is to make sure the times table's knowledge is at the expected level. The MTC is an online test were the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3 second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.' (Timestables.co.uk)

A good way to prepare is start early and build a daily routine practising the times tables. With regular practise you will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results.

Here are some links that you can follow to help support learning at home:

- https://www.timestables.co.uk/multiplication-tables-check/
- https://www.topmarks.co.uk/maths-games/hit-the-button
- https://ttrockstars.com/
- https://collins.co.uk/pages/primary-mathematics-times-tables-test-simulator
- https://urbrainy.com/mtc
- Twinkl - times table games.

For more information about the check, what it all means for your child and ways to support them please follow the link.

https://matr.org/blog/times-tables-test-parents-guide/

Maths Homework at Ferry Lane

Class teachers of children in Years 1 - 6 will set homework every Friday for children to complete at home by the following Wednesday. This will comprise of one or two pieces of Mathematics homework which will tie in directly to what has been taught that week and some Times Tables Rockstars to help them consolidate their times tables knowledge.

Children in Reception have access to NumBots and we recommend logging in and playing in short bursts 3 plus times a week to help develop number confidence. Reception will begin this after Christmas.

If your child is in need of support to complete their task, homework club is available on a Friday after school.

Useful Links:

- **Hit The Button:** http://www.topmarks.co.uk/maths-games/hit-the-button
- **Fact Monster:** http://www.mymaths.co.uk/