

How we teach Maths at Hayton:



What is White Rose Maths?

At Hayton C of E Primary School we have adopted The White Rose Hub (WRH) Schemes of Learning (SOL) . These outline yearly frameworks that break down what children need to learn during each week of each term to master the learning objectives laid out by the Mathematics National Curriculum. All resources are aligned with the White Rose Maths frameworks and are designed to be enjoyable, engaging and varied, to help pupils develop a love of learning and work towards mastery.

What defines White Rose Maths more than their resources and frameworks is their approach to teaching maths. At the heart of their resources and frameworks is the motto:

“Everyone Can Do Maths: Everyone Can!”

— a slogan we at Hayton C of E Primary School wholeheartedly agrees with!

By adopting the White Rose Maths approach to teaching mathematics, means we make sure all children have the same opportunities to learn and the support they need to fully grasp concepts.

The philosophy behind White Rose Maths also focuses on making maths fun for children and helping them to find enjoyment in number problems. Because when children are engaged in learning and enjoying maths, **that's when lessons really sink in and deep learning happens.**

“Brain research tells us that when the fun stops, learning often stops too. “ Judy Willis, 2007 (The Neuroscience of joyful education)

Why Take a White Rose Maths Approach to Teaching?

By using White Rose Maths frameworks and guidance to adopt **a maths mastery approach, we help all children achieve excellence in mathematics.** **No pupils are considered ‘low ability’ or allowed to feel like they ‘can’t do maths’.** Instead, a positive ‘can-do’ attitude is encouraged and children are taught to enjoy working with numbers. Adopting a White Rose Maths approach is about building a deep understanding of topics, helping our children become confident mathematicians who embrace mathematical challenges with a smile.

The White Rose Maths yearly frameworks outline which topics are covered and when and by revisiting topics to encourage fluency, the whole class will progress at a similar pace, closing the attainment gap.

How to Use White Rose Maths to Enhance Children’s Learning

Using White Rose Maths enables teachers plan for and children make small steps to progression. The Schemes of Learning make sure topics are introduced to children in a logical order and revisited throughout the year to encourage deep learning and ensure children have the foundational knowledge they need, before moving on to more advanced maths concepts and tackling more challenging number problems.

Fluency and Understanding in Number

At Hayton C of E Primary School, we strive for our children to be successful and proficient mathematicians. The reason for this is simple: Maths is all around us and we use it in our everyday lives. We use maths when we are baking, when shopping, whilst driving, when solving problems. We use maths when we are drawing, when building, whilst waiting for the bus and when going on holiday. We even use maths when we don't even realise it. Therefore it is essential that we enable our children to be successful in this subject.

How do we help our pupils to become successful mathematicians?

Year 2 Securing Maths Skills Sheet 1



In order for a child to be successful (either personally or academically) they must practise. This is true of any mathematician. Frequent practise will enable children to have a secure understanding and enable them to recall facts quickly and fluently so that they can apply them in many different contexts.

In light of this, we do daily arithmetic sessions so children become fluent in number. The aim of these sessions is to enable children to practise number facts in order to improve the speed of their recall. We believe that over learning number facts will also enable our children

Day	How many?	Count on in 1s.	Complete the part-whole model.	Count in 10s.
Monday		14, 15, 16, --- ---		
Tuesday		22, 23, 24, --- ---		
Wednesday		30, 31, 32, --- ---		
Thursday		26, 27, 28, --- ---		
Friday		47, 48, 49, --- ---		

to be secure enough to apply their knowledge in a range of contexts.

These sessions usually last for 10 minutes a day and take place before the maths lesson. They involve singing and chanting number facts, rapid recall of number bonds or times tables and arithmetic questions in line with their year group expectations.

We also have a whole school '**Core Numeracy**' Challenge, linked to children's Maths Passports and to Times Tables Rock Stars. Children earn: Bronze, Silver, Gold, Platinum and Diamond badges for succeeding in mastering their multiplication tables.

DIAMOND

PLATINUM



How can you help your child to become fluent mathematicians?

TIMES TABLES ROCKSTARS

Have fun on:

When it comes to times tables, speed AND accuracy are important – the more facts your child remembers, the easier it is for them to do harder calculations. Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables! To be a Times Table Rock Star you need to answer any multiplication fact up to 12×12 in less than 3 seconds!

Encourage them to practise their number facts in fun and practical ways. For example, counting pairs of socks, playing games with dice where they have to use the number bonds, sing number songs (a range of which can be found on U Tube) or play ICT games on the internet such as 'Hit the Button'. See the list of online resources on our website. We also use Mathletics.

Mathletics

Success is different for every child. For some, it's getting to the top of the class; for others, it's finding an answer on their own. Mathletics provides a

safe, encouraging learning environment that provides the right level of challenge to help your child grow, gain confidence, and achieve their best.