

Maths at Chaddesley Corbett Primary



Our approach at Chaddesley allows children to develop all three key areas of the National Curriculum (fluency, reasoning and problem solving), giving them the knowledge and skills to become confident mathematicians.

- Flashback 4. This is completed at the beginning of the lesson.
- Chanting linked to KIRF. This is to develop fluency and the recall of facts.
- Anchor task- Get ready for learning- problem solving question.
- Introduction to the session- Learning objective to be shared, with links to prior learning (yesterday, last week, last year).
- Whole class Do it!- Episodic teaching (I do, you do). Teachers to model a concrete, pictorial and abstract approach.
- Independent Do it!
- Twist it!- What is it not? True or false, odd one out, spot the mistake. Opportunities to discuss and develop reasoning skills.
- Deepen it!
 1. Class Deepen it! All children to have the opportunity to complete a problem solving question. The process of solving the problem is to be modelled by the class teacher.
 2. Independent Deepen it!

TTRS-

Yr2- 3 x a week,

Yr3- daily, (5 mins)

Yr4- daily (3 mins)

Y5 & 6 2 x a week

Key Vocabulary- Stem sentences to be used, providing children with clear and modelled response to an answer. Key vocabulary to be taught and displayed in the session.

Concrete resources- To be accessible for all children. Teacher to model using a range of concrete equipment, highlighting why a particular resource is being used.

EYFS- Children engage in chanting, linked to their KIRF and the Do it! through whole class input (including the episodic teaching and use of the CPA method). Learning continues through enhanced provision in the classroom as well as guided activities. Staff support children's reasoning and problem solving skills, through higher order questioning during whole class and guided activities.