



What does the Learning Journey for Maths look like?

If you were to walk into a maths lesson at East Preston Infant School, you would see:

- ✓ A carpet input directed by the teacher. New concepts and vocabulary are introduced and children are able to ask and answer questions to develop their own understanding.
- ✓ A focus maths task, supported by their teacher / TLA to use practical resources to help them access the learning.
- ✓ Children accessing continuous provision maths tasks both in the classroom as well as in the Outdoor Classroom areas.
- ✓ Opportunities that are purposeful, practical and engaging.
- ✓ Cross curricular links are made not only across all subjects but also at Forest School and Beach School.
- ✓ Children participating in 'Little Big Maths' learning about counting, calculations, shape and time through songs and physical movement.
- ✓ Children participating in 'Mastering Number' sessions (15-20 minutes) to help build their fluency in calculation and to build confidence and flexibility with numbers.
- ✓ In EYFS continuous provision activities are key learning experiences and children are 'bumping into' lots of activities investigating the focus concept. Adults will take the learning on through key questioning and problem-solving scenarios. The maths continuous provision is available in both the inside and Outdoor Classroom environments, so that children are practising and consolidating their skills and understanding. Children are independent learners and 'maths talk' is encouraged at every opportunity.
- ✓ In Year 1 children continue to be independent mathematicians and build upon the maths vocabulary learnt in Reception. Children can record their independent learning using 'Seesaw', and are still able to access rich continuous provision. Greater focus is applied to teaching children how to draw mathematical problems in a pictorial way, supported by their foundational knowledge of concrete resources. Children work cooperatively with their peers and reasoning language is developing through the use of 'Prove It Pig'. Children self-assess their own confidence / understanding with a completed learning task through 'Traffic Light' colours.
- ✓ In Year 2 children further build upon their understanding of solving maths problems using concrete and pictorial resources, as well as learning how to solve problems in the abstract. Children are taught to present work neatly using squared paper and build up their stamina for completing a maths activity with greater independence. Children become more accurate in self-assessing their own understanding. Children have greater independence in selecting a maths resource that will help them to access the learning. There are further opportunities for children to explain their thinking, using higher-level vocabulary, through pupil voice and reasoning explanations.

What happens if my child struggles and finds it hard?:

- ✓ You might see children accessing learning in a bespoke way – working with an adult / at a table during carpet input times, pre-teaching ('sneaky peeks'), visual prompts, additional concrete resources, extra explanation of new vocabulary, using a learning environment suited to the child's needs such as 'Small Garden' spaces.
- ✓ Targeted interventions to support children's gaps / misconceptions.
- ✓ Adaptations are evidenced through weekly planning documents showing how children's learning has been scaffolded to support their level of understanding.
- ✓ Teachers have an excellent knowledge of individual children and are adept at meeting their needs through appropriate provision.
- ✓ The use of technology, e.g. iPad apps, to present concepts in an alternative way.

What does the Learning Journey for Maths look like?

What if my child is showing secure understanding, how are they challenged?:

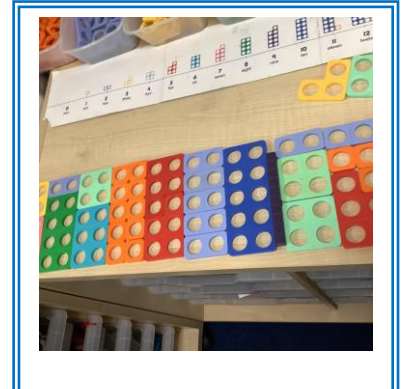
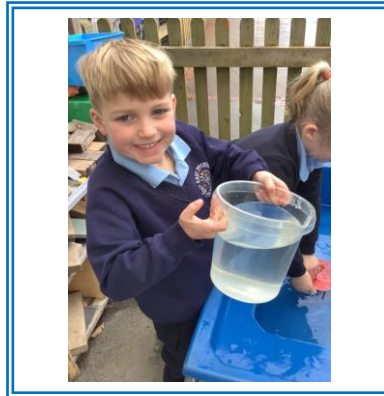
- ✓ Targeted questions to develop application of concepts learnt e.g. problem solving / real-life maths questions.
- ✓ Broaden and extend vocabulary.
- ✓ Embedding knowledge by explaining a concept to another child using appropriate vocabulary.

What learners at East Preston Infants say about Maths:

Reception – “That’s three!”

Year 1 – “It is nearly full”.

Year 2 – “I found different ways to make 10!”



Successes in 2023-2024:

- Mastering Number implemented school wide and completed weekly.
- Maths equipment audited and updated.
- Regular use of Rekenreks has increased confidence and proficiency.
- Outdoor Classrooms have regular Maths activities for children to participate with linked to the weekly Maths focus.
- Forest school activities related to each year group’s current Maths focus planned for and delivered.
- Provocations introduced within school for children to ‘bump’ into Maths.
- Working walls introduced in KS1 classrooms and stem sentences and Math images displayed in EYFS.

Focus for 2024-2025:

- New programme of study adopted and embedded as a whole school approach.
- All classes to have well resourced Maths areas, live working walls and the use of the correct Maths vocabulary.
- Update provocations termly around the school.
- TLA’s to be informed and trained on the approach.