

What our children say...

When asked how they feel about maths, pupils tell us that they enjoy the lessons and find it rewarding to complete challenges that they are presented with. Pupils understand that resilience is sometimes a value that they need to call upon and by accepting this, pupils trust the process, are happy to help each other and learn from their mistakes.

"I like when we use the rekenreks." Age 5

"I like doing hashtags in my book." Age 7

"Maths is fun as we get to use objects to help us work stuff out." Age 8.

"I enjoy morning maths and number of the day as it helps me remember things we have learned." Age 10.



What Maths looks like at Shotley Bridge

At Shotley Bridge, we follow the White Rose small steps to deliver our lessons. We then supplement these small steps with various

Early Years is at the start of this journey, where the focus is on developing a strong sense of number and the recognition that maths is all around us. Pattern spotting, making sets, spatial awareness are all integral parts of this. Maths in the Early Years, as with all subjects, takes place both indoors and outdoors through a wide range of practical and 'hands on' activities. Children then have the opportunities to apply and explore these concepts through continuous provision where deliberate engineering for mathematical discussions are carefully planned for. In Early Years, lessons are planned following the Mastering Number Program. This is then supplemented using White Rose small steps for other mathematical areas, such as shape

In Key Stage 1 and 2 lessons start with a retrieval approach where children are provided with opportunities to revisit and build upon previous concepts. All children will then partake in a counting task to promote and deepen number facts or timetable knowledge. In KS1, this will be through a Mastering Number session and KS2, Morning Arithmetic session. Children are offered opportunities to deepen their thinking through a range of prompts (#tags) linked to their piece of learning should they complete their task early.

Examples of Learning at Shotley Bridge

During the school day, children have many opportunities to apply their mathematical skills, across the curriculum.

Learning at SBPS is hands on, collaborative, challenging and provides pupils the opportunity to investigate for themselves through the use of high-quality resources and technology.

Cross-curriculum learning can take place at SBPS, from applying knowledge of symmetry or geometry to art lessons to reading tables and graphs when collecting and interpreting data in science.

Why is Maths important?

Maths is universally important because it is paramount in meeting the demands of everyday living. The National Curriculum importance of maths statement refers to introducing children to 'concepts, skills and thinking strategies that are useful in everyday life'. Because of this, we provide our children with opportunities to develop their competence in maths that aids future real-life problems. Furthermore, most forms of employment, require confidence and competence in a range of basic mathematical skills and knowledge - such as measurement, manipulating shapes, organizing space, handling money, recording and interpreting numerical and graphical data, and using information and communications technology (ICT).