



Maths @ Newton on a page

Maths at Newton Primary School

Maths non-negotiables

Working Wall

- **Maths Vision**
- **Topic title or focus** - 'As mathematicians we are learning to ...'
- Relevant mathematical vocabulary to help children explain work precisely and fluently.
- **Examples of methods** - concrete, pictorial and/or abstract, WAGOLLS
- Sentence openers or stem sentences

If space.....

- **Images of resources or actual resources** - e.g. this might help you, use this to help you.

Books:

- Maths WALT with the short date for all work put into maths book and up to 3 success criteria
- Followed by that days flashback 4 or equivalent, marked by children
- Evidence of fluency, reasoning and problem solving.
- Evidence of chilli challenges used at the reasoning and problem solving stage.
- Work marked and all pieces of work that are stuck in should be completed.
- Evidence of green pen corrections
- Seesaw sticker for any work put onto Seesaw

Homework:

- Fluency expectation sent out once each term **(new)**
- Relevant quizzes to the unit you are doing on maths shed
- Children in Y3,4 and 5 expected to practise the MTC regularly

Assessment:

- Review of previous days learning
- End of unit WR assessment (misconceptions can be woven in to fb4)
- Puma 3 x year for tracking progress
- Ongoing teacher assessment of daily work and trying to pick up misunderstandings before next day.

Maths Learning Model (lesson structure)

Start of lesson

1. Mark flashback 4 and go through any misconceptions
2. Review previous days learning and complete green pen work
3. Introduce any new vocab and go through SC on WALT

Explore and model new learning

Children have a go at fluency related to this.

Model reasoning and problem solving related to this learning

Children have a go at reasoning and problem solving challenges related to this.

Plenary

1. Give warning so all children can complete current task.
2. Go back to WALT and think about where as a class we have got to.
3. Children traffic light work to express how confident they feel about their learning

NB The above may happen at different times in mixed age classes.