



Maths at JFCPS

Mission Statement

“To be the best that we can be.”

Curriculum Overview for Maths

“Everything that is taught earlier paves the way for everything that comes later; and everything that comes later is made accessible to all children by what has been taught earlier.” Richard Dunne

Maths at Johnson Fold is a balance of fun and interactive activities along with opportunities to consolidate, enhance learning and make progress. It takes place throughout the day and is delivered through a range of sessions as well as the main maths lesson. These include:

- Morning Challenge activities (All children Y1-Y6 complete Morning Challenge Work that is maths focused as they come in to school at the beginning of the day);
- Mental Oral starters;
- SUMS (Shape Up your Maths Skills) – focused activities on number bonds and tables;
- POD work (electronic handheld devices)
- Maths Fact of the week.

At Johnson Fold CP School, in order to develop true mathematical understanding right from the start, we use the principles of the programme, **Maths Makes Sense** (MMS) as our “trunk.” This trunk is supplemented with other resources to ensure that the National Curriculum aims of Fluency; Reasoning Mathematically, and Solving Problems, are fully covered in every year group.

Introduced at JFCPS in January 2014, MMS matches the National Curriculum (2014) and uses a learning system of concrete objects, exaggerated actions and special vocabulary to help every child succeed in our school and become a confident mathematician.

The combination of objects, actions and vocabulary makes maths accessible to children from the youngest age. The learning system builds deep understanding and embeds a picture of the maths in children’s minds so they progress to thinking without the aid of physical objects; they refer to their mental images instead.

The MMS Learning System

MMS follows a teaching cycle of instruction and assessment to help every child succeed and to help make sure no child gets left behind. The cycle consists of Direct Instruction, Guided Practice and Partner Teaching as well as working independently.

During Direct Instruction, our teachers teach a new concept or idea to the class. During Guided Practice, the children practise what they have been taught under careful guidance from their teacher. Partner Teaching is a proven technique that works on the premise that the best way to demonstrate your understanding of something is to try and explain it to somebody else. Children teach each other what they have learned and, in this way, they consolidate and deepen their own understanding. This is then followed by independent activities to consolidate the learning. Assessment is at the heart of this cycle; our teachers carefully monitor, assist, support and challenge children where appropriate.

Following these principles throughout the school, enables us to provide:

1. A consistent whole-school approach.
2. A structured and coherent mathematics curriculum for the whole school, helping us to deliver a high-quality mathematics education to every child.
3. High expectations for all. Underpinned by the ambition for all children to excel and develop a sense of excitement about mathematics.
4. Fluency with number. Strong emphasis is placed on developing quick and accurate number skills.
5. Deep understanding. Using a powerful learning system of concrete objects, actions and vocabulary, a solid understanding of maths is developed from the earliest stages, leading to strong reasoning and problem-solving skills.
6. Sustained Professional Development. Supported by a comprehensive Professional Development service for all the staff in our school.