

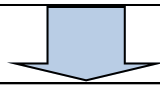


Maths at St James – What it looks like!

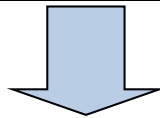


In our way of teaching Maths we aim to build children's mathematical fluency, problem solving skills and reasoning through developing their thinking mathematically.

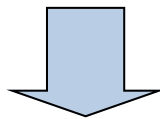
1. **In focus** – the entire class spends time on a question. The children are encouraged during this time to think of as many ways as possible to solve the question – use explain it, prove it, show it, convince me – **ensure it pulls on previous learning so the children can access it**. Every lesson should start with one an 'In Focus' even if it is a follow on lesson.



2. **Model the 'in focus'** – pull in children's strategies but lead them clearly down the one you want to teach this session running CPA alongside each other.
3. **Key vocabulary** – for this journey shared and displayed. **Sentence stems** used for 'in focus' and remain on show for the rest of the lesson for children to refer to.



4. **Guided practice** – model the strategy you used to get your answer for the in focus – running CPA alongside each other.



5. **Independent practice** – children should show there understanding of the strategy by showing it in different variations through fluency, reasoning and problem solving.

Choral chanting should happen throughout the lesson.

TTRockstars –
Daily for year 3 and 4
3 times a week for 5 and 6
Summer term in Year 2
10 in 10 –
Twice a week for Year 2, 5 and 6

Rapid recall – daily
These may not happen in your Maths lesson – they can be at any point of the day.

Mental maths strategies are taught throughout the journeys or explicitly as a lesson.

<https://mathsnoproblem.com/blog/learner-focus/manage-behaviour-maths-lessons-ks1/>