

INTRODUCTION

This policy was updated by the Maths Co-ordinator during the Spring Term 2005.

The draft policy was presented to staff and amended at a staff meeting on 24th January 2005

It was presented to the Staffing & Curriculum Committee during the second half of the Spring Term 2005.

Fiona Lashwood
February 2005

AIMS AND OBJECTIVES

These aims are intended for all pupils although the way they are implemented will vary according to age and ability.

Through mathematical activities we want to enable pupils to :-

- Experience success and enjoyment, to gain confidence and in turn develop a positive attitude towards mathematics.
- Be able to use mathematics to communicate meaning to others and to record work in a variety of ways.
- Acquire a range of skills and concepts to develop their understanding and to apply these appropriately to everyday situations.
- Develop strategies of problem solving when faced with a challenging task.
- Investigate relationships and patterns and so begin to develop an insight into the nature of mathematics.
- Develop the ability to think logically with an independence of thought and flexibility of mind.
- Develop creativity and imagination in their work.
- Develop the ability to work independently and to participate as a member of a group.
- Develop perseverance and determination to succeed to the best of their ability.
- Develop an awareness of the use of mathematics in the world beyond the classroom.

This document needs to be read in conjunction with our Teaching and Learning Policy, Equal Opportunities Policy, Special Educational Needs Policy and More Able Pupils Policy.

THE FOUNDATION STAGE

In the DFEE “Curriculum Guidance For The Foundation Stage” 2000 booklet it is recommended that all children have opportunities to:-

“develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practice and talk about them”

At Waterfield maths in the Foundation Stage is intrinsic to the curriculum although the following practical experiences also focus specifically on the development of mathematical skills.

They include:

- Counting
- Sorting
- Games
- Sequencing
- Capacity
- Related stories
- Number songs and rhymes
- Computer games
- Pattern work
- Observation of numbers and patterns in the environment and daily routines.
- Recording of numbers in a variety of ways (Reception only)
- Board games
- Large and small construction
- Stories, songs, rhymes and number games
- Sand and water
- Two and three dimensional work with a range of materials
- Imaginative play including small world and shopping activities.
- Cooking and other investigative opportunities.
- Outdoor play and playground games.

In Reception classes a wide range of activities support the teaching and learning of mathematics and will build on their Nursery or pre-school experiences.

The yearly teaching programme for Reception is in line with the Early Learning Goals, the National Numeracy Strategy Guidelines and provides a bridge from the goals to the National Curriculum which begins in Year 1.

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THE NATIONAL CURRICULUM (NC 2000)

The mathematical experiences and activities presented to the children are planned to incorporate the Programmes of Study for Key Stage One and Key Stage Two of the National Curriculum. They follow the format recommended by the National Numeracy Strategy.

USING AND APPLYING MATHEMATICS (AT1)

Teachers need to make appropriate connections between number and shape, space and measures and employ a variety of teaching methods (questioning, challenging, investigating and problem solving) to ensure that Attainment Target 1 is provided for and that the children develop knowledge, skills and understanding through

- **Practical activity, exploration and discussion**
- **Using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols**
- **Using mental images of numbers and their relationships to support their development of mental calculation strategies**
- **Estimating, drawing and measuring in a range of practical contexts**
- **Drawing inferences from data in practical activities**
- **Exploring and using a variety of resources and materials, including ICT**
- **Activities that encourage them to make connections between number work and other aspects of their work in mathematics**

(EXTRACT FROM BREATH OF STUDY CURRICULUM 2000)

THE NUMERACY STRATEGY

From 1998 Waterfield First became involved as a pilot school for the National Numeracy Strategy. As a result there has been an increase in interactive and direct teaching strategies and a greater focus on developing mental calculation strategies.

The National Numeracy Strategy was fully implemented by September 1999.

Our teaching of mathematics within the National Curriculum, is a daily structural 45 minute session (60 minutes for Key Stage 2) which focuses on mental and oral work followed by ability grouped activities with a plenary session to reinforce and consolidate learning.

We use the National Numeracy Strategy framework of objectives and suggested activities to underpin the teaching and learning of mathematics at Waterfield

TEACHING AND LEARNING OF MATHEMATICS

In our planning of mathematical experiences we aim to provide a variety of teaching and learning styles such as:

- Whole class teaching
- Individual, paired and group work
- Practical, investigative, oral, physical, written and problem solving activities.
- Using books, computers, calculators and other mathematical resources.
- Discussion with peers, the teacher and other adults.

We place great emphasis on practical based activities in order that the children develop their knowledge and understanding. This active involvement makes the learning interesting and meaningful.

PLANNING

At present the suggested National Numeracy Strategy framework and the sample planning grids are used for long and medium term planning. Each grid outlines objectives for each unit of work but these plans should be adapted to suit the needs of the class and to ensure that experiences provided are challenging for all abilities.

Assessment activities and written tasks are planned for one or two days each half term.

Short term planning consist of weekly plans which includes:

- Clear objectives from the National Numeracy Strategy framework for the mental/oral starters and the main teaching activities.
- Key mathematical vocabulary
- A brief outline of the mental/oral activities
- A brief outline of the teaching activities specifying resources, techniques and time allocation.
- Differentiated activities or assessment activities
- Organisation
- Deployment of support staff
- An outline of the key points for the plenary and any homework.
- A space for noting children's achievements, difficulties or misconceptions.
- ICT to support learning in Mathematics

In the Nursery the Early Learning Goals are used to plan a range of cross-curricular, mathematical experiences.

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ASSESSMENT

Assessment and record keeping are closely linked to planning and teaching and needs to be carried out at three connected levels:

- **Short term**
- **Medium term**
- **Long term**

This ensures that the assessments made are effective, inform planning and produce more focused and appropriate teaching

Short Term Assessment

These are informal assessments, which feed into day to day teaching. Informal notes should be recorded on the weekly planning sheets.

To assess children's learning informally teachers need to...

- Observe groups or individuals as they work on an activity or task, questioning them about the strategies they used.

- Monitor individual children’s performances as they respond.
- Collect and evaluate evidence of practical tasks, explanations recorded work done in class or at home
- Provide an occasional short informal test either in written or oral form
- Analyse errors carefully, trying to determine if they are careless slips or basic misconceptions.

We operate the “traffic light” system (red – objective not taught/achieved, yellow objective not fully achieved, green – objective achieved by majority) of assessing children’s progress. Medium term plans need to be highlighted to indicate particular objectives which need revisiting in the future

Medium and Long Term Assessments

These crucial assessments inform planning and teachers need to plan assessment activities and written tasks. The results need to be recorded on a class sheet against the key objectives (see Appendix 8) using:

- ↑ - above the expected standard
- - in line with the expected standard
- ↓ - below the expected standard

These records need to be updated at least half termly and a record should be passed to the next class teacher or feeder school.

Regular half termly and termly assessments are carried out and these are planned for accordingly.

The WSCC Baseline Assessment that includes an assessment of the child’s ability and understanding in basic mathematical concepts is carried out at the end of the Summer Term. Throughout Nursery and Reception teachers will make on-going informal assessments of individual children’s progress. (See Appendix 8)

The standard National Curriculum mathematics tasks and tests in Year 2 and Year 6 and the optional tests in Year 3, 4 and 5 are used to assess children’s attainment against national standards.

ORGANISATION OF RESOURCES AND EQUIPMENT

Each class base should have a designated area for mathematics. There should be a 99 or 100 square, an appropriate number line, relevant mathematical facts and vocabulary displayed.

Mathematical equipment should be neatly stored, clearly labelled and accessible to the children.

There should be at least one interactive maths display per term to support the current topics being taught.

Consideration must be given to the arrangement of furniture. There should be enough space for practical work, space for children to work independently and to discuss in small groups. All children must be able to see the whiteboard or 99/100 square when the class teacher is working with the whole class.

There is a list of current resources available in each year group – (See Appendix 1)

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NUMICON

We have several Numicon kits for use throughout the Foundation Stage, Key Stage One and Key Stage Two where appropriate.

Numicon will help support our children in grasping a firm understanding of the number system and it will also help contribute to the development of a very strong sense of place value.

The apparatus, activities and imagery of the Numicon approach are matched to the National Numeracy framework objectives with an emphasis on encouraging children's mental imagery of number. Numicon's multi-sensory approach makes it suitable for all children to work with, including those with Special Needs.

In our teaching at Waterfield we aim to deliver a rich and broad mathematics curriculum and Numicon should be one of many planned number based experiences.

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THE CO-ORDINATOR'S ROLE

1. To be responsible for the mathematical curriculum of the school by preparing and keeping under review a written statement of aims and objectives and policy to co-ordinate experience and development in accordance with the National Curriculum and Foundation Stage.
2. To organise and maintain a wide selection of apparatus, materials and resources to support the curriculum.
3. To advise colleagues and develop confidence on the selection and use of materials and apparatus as required.
4. To be familiar with current mathematical thinking and read current literature and communicate this to staff and governors.
5. To attend, by agreement with the Headteacher, any relevant courses concerned with mathematics.

6. To lead staff training, as appropriate, in the development of the teaching of mathematics.
7. To monitor the learning of Mathematics.
8. To keep and update a portfolio of evidence.

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MONITORING

Once a year a whole school agreement trial is undertaken with a different Attainment Target focus. This provides an opportunity for moderation across the school from Nursery age upwards, to support teachers' "levelling" of assessments and ensures consistent judgements.

Termly samples of children's work are kept for the mathematics portfolio. The portfolio aims to show levelled work across the school covered and breadth of study. Each piece of work is annotated by the class teacher to provide a context for the sample.

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PRESENTATION AND RECORDING OF CHILDREN'S WORK

Purposes for which pupils record their work include:

- To communicate with others
- To help in clarifying their own thinking
- To provide evidence of their work in mathematics

The recording and/or presentation will take many different forms depending on the nature of the task and stage of development. This could be individual, group or whole class recording and could take the form of:

- Verbal discussion
- Observations
- Pictures
- Models
- Photographs
- Diagrams

- Graphs
- Pencil and paper methods

Wherever possible the teacher should respond constructively to pupil's work while they are present. Comments and suggestions about where the child could go next are essential. Please refer to our marking policy for further information.

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PARENTAL INVOLVEMENT

At Waterfield our ethos places great emphasis on the partnership between Parents/Carers and teachers.

We actively encourage Parents/Carers to get involved in mathematical learning by;

- Inviting Parents/Carers into the classroom to observe or to work with children on a practical task.
- Sending home leaflets which provide ideas for supporting their child at home.
- Preparing and sending home regular homework that follows on from work undertaken in school.
- Inviting Parents/Carers to twice yearly consultation evenings.
- Producing an end of year report which summarises their child's achievements in mathematics.
- Organising home visits for children in the Nursery and Reception.
- Family Numeracy sessions occur once a year.

HOMEWORK

We believe that regular homework gives Parents/Carers the chance to play a part in helping their child to become numerate, and can help develop the Parents/Carers understanding about how mathematics is taught.

Homework in Year 2, 3, 4, 5 and 6 should.....

- Be a follow-on activity from what has already taken place.
- Be enjoyable and practical.

- Sometimes involve the participation of other family members.
- Build on the child's previous mathematical experiences in the home.

Towards the end of Year 1 the children will begin to take home regular practical maths tasks which can be shared with other family members.

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MATHEMATICS AND THE USE OF ICT

ICT includes the calculator (Key Stage 2 only) and extends to the whole range of audio-visual aids. ICT can be used in various ways to support the teaching and learning of mathematics.

By using a computer in Key Stage 1 and Key Stage 2 pupils can:

- Explore, describe and explain number patterns.
- Practise and consolidate their number skills
- Explore and explain patterns in data
- Reinforce and consolidate their mathematical vocabulary, logical thinking and problem solving skills.

A single computer in the daily lesson can be used effectively with the whole class as part of the oral and mental starter or main teaching activity. Alternatively pairs or small groups of children can work on the computer during the lesson provided that the activity is consistent with the lesson's objectives.

A list of ICT CD ROM programmes and ITP programmes and useful websites available in school to support mathematics can be found in Appendix 8.

MATHS RESOURCES**Appendix 1****Resources available from the Yellow room near ICT suite****Measurement**

Capacity containers
Balances
Assorted weights
Scales
Metre sticks
Trundle wheels
Calculators
Clocks (Large and small)
Stopwatches
Timers (1,3 and 5 minutes)
Loop cards

Games

- Maths Quest
- Wipe on/off A1 posters
- Assorted maths games

Shape

3D Shapes

Number

100's + 10's
Giant Money Cards
Cardboard Money
Money number lines
Magnetic money
Real money float can be obtained from the office
Dominoes
Set of spinners
Large foam dice
Small dice
Shape dice
Counters
Loop Cards (K.S.1 + K.S.2)
Arrow cards
100 square pouch

Appendix 1 cont

Books

Starting from Themes – Transport
 Celebrations
 Food
 Our School
 Ourselves
 Birds & Flight
 Shops
 Homes
 Toys

Walkers Maths Story

BHS X 12 (K.S. 1)

Big Numbers Book Using Number Lines Book

• **Teacher resources**

The National Numeracy Strategy Professional development 1 and 2 pack
 The National Numeracy Strategy Professional development 3 and 4 pack
 Mathematical Activities Foundation Stage (Nursery and Reception) pack
 Using ICT to Support Mathematics pack
 Using ICT in primary schools
 The National Literacy and Numeracy Strategy building on Improvement
 The National Numeracy Assess and Review pack
 Numeracy Strategy more numeracy lessons
 Mathematical challenges for pupils Key Stage 1 and 2
 Springboard 4 Catch up programme Year 4
 Problem Solving pack
 Mathematical vocabulary
 Teaching Mental Numbers Years 1 and 2
 Steps 1 and 2 and resource masters and activity worksheets
 Steps resource masters level 5
 Steps Numeracy Handbook
 Beam – Starting from your head
 Mental methods what how who
 Collins Mental Maths Level 2, 3 and 4
 Spectrum –Range of
 (K.S.1 & K.S.2)Games, Investigations, Data Handling, Number skills
 Mental maths Activities
 Mental maths 4
 Money Book
 Making sense of money
 Maths Quest Levels 1, 2 and 3
 Maths in school grounds
 Maths games to make and play
 Generating Maths Activity in the classroom
 Peak Maths cards all levels
 Number Activity Cards Sets 3 and 4

Appendix 1 cont

Maths Quest games

Domino Maths

23 Number games using a pack of 0 to 100 cards

Activities and games

Ready for school fun and learning with exercises

The superbook of games to make and play

Multilink cube apparatus

Book of games to play

Multi base masters

Maths Quest the detailed sequence level 3

Count me in

Nuffield Maths 1, 2 and 3

Multiplication

Number Cards

First skills in number book 2 and 3

Adding and subtracting

Maths Activity Pack 2

Arnold Multiplication Tables

Follens Maths Test Book 1

Place value

Ginn Mathematics Level 1, 2 and 3 resource books and workbooks

Junior Maths

Peak Mathematics zero, 1 2, 3, 4

Peak plus starters 1 and 2

Number skills 1

Infant handbook

Second Infant resource book

Third infant resource book

Cambridge Primary Mathematics Key stage 1 and 2

Learning through story age 4 to 8

The teaching and learning of mathematics

Primary mathematics schemes

Primary mathematics a development through activity

Sharing mathematics with parents

Help your child learn maths age 5+ and 3+

Mathematics with reason

Maths talk

Infant mathematics

Mathematics for young children

Build up teachers guide levels w to 5

Nelson Working together resources level 1

Poleidoblocs

Polydron mathsworks 1

Shape and Space Year 5

An introduction to logic

Exploring mathematics with clixi

Pattern blocks problems for primary pupils

Get to know your calculator

Appendix 1 cont

Electronic calculators

Various large posters

- Supermarket: counting
- Walking the dog: numbers to 20
- Dragon mountain: addition
- Animal fields : subtraction
- Washing socks: counting in 2s
- Beanstalk games: add and subtract
- Frog hopping: number line
- Hundred square
- Pirate square: fractions
- Treasure chest: grouping
- Fairground :money
- Circus clowns: multiplication
- Guess my number
- Trains: times and tickets
- Number investigations
- A party: data handling

MATHS RESOURCES

Appendix 2

Resources available in the Nursery

Balances – small

Large plastic bricks

Large wooden blocks (very few)

Large soft shapes / blocks

Outside play

Shape puzzles

Shape books

Counting books

Trays

Tessalated shapes

Wooden shapes – small

3D Plastic shapes

Elastic bands boards

Sorting people

Sorting animals

Wooden 3D shapes

Small pegs/boards/ Big peg board

Felt shapes

Unifix

Numicon

Sorting fruits

Colour pegs / tree

Compare Bears

Wooden bricks

Threading beads / reels

Bean bag maths mat

Colour clown board

Crates

Duplo

Sticklebricks

Interstar

Magnetic blocks

Large Duplo

Lego

Mobilo

MATHS RESOURCES

Appendix 3

Resources available in Reception

Number

Peg boards
 Compare Bears, counting mats, snap cards
 Assorted dice, counters
 Numicon
 Unifix
 Dominoes (Large & Small)
 Individual number lines
 Large 100 bead counter
 Shop wall hanging
 Nursery rhymes sack
 Number frogs
 Four in a row
 Games

Measurement

Trays Multi-link/Unifix
 Clock faces (Card & Plastic)
 Shop Tills
 Metre sticks
 Jugs, Funnels & Bottles

Shape & Space

2D and 3D shapes
 Shape and space set
 Construction Kits:- Lego, Duplo, Stickle Bricks, Wooden blocks (Small & Large),
 Octons, Magnabricks, Mobilo, Waffle.
 Shape carpet tiles, Logiblocs,
 Wooden & Plastic beads for lacing
 Jigsaw puzzles – Loads!
 Sorting animals, fruit, people. Sorting rings
 Shape activity games
 “Geometrix” “Find the Shape”

Books/Teacher resources

Compare bears book
 Steps 1 teachers resource file
 Maths Quest Level One
 Cambridge Primary Maths games pack

Appendix 3 cont

Mathematic Activities Foundation Stage – Nursery and Reception Problem Solving Pack

Maths 2000 Foundation

Developing Numeracy Skills Reception

HBJ Mathematics Reception

MATHS RESOURCES**Appendix 4****Resources available in Year 1****Number**

Unifix
Multilink
Dominoes
Calculators
Three bears family
Compare bears
Counting Mats
Number lines
Threading beads
Sorting people & houses
Sorting circles
Dice & counters
Coin dice
Some addition & subtraction games
Large 100 bead counter
Numicon
Number cruncher bones to 20
Number wall chart
Abacus kit

Measurement

Rulers
Metre sticks

Shape & Space

3D Shapes
2D Shapes
Peg boards
Polydron
2D Shape game

Books

Steps I & D
Steps Activity & Resource Masters 1 & 2

MATHS RESOURCES

Appendix 5

Resources available in Year 2

Number

Calculators
Selection of games
Number 100 squares
Number lines
Multilink
Dice
Counters
Sorting rings
Cuisenaire rods
Numicon
Large 100 bead counter
Counting beads
Giant 1m 100 square
Number Wall chart
A4 Grid whiteboards
Magnetic place value arrow cards
Number fan digit cards
Number flips HTU

Measurement

Few tape measures
Metre sticks

Shape & Space

Beads & Laces
Straws
2D Shapes
3D Shapes
wooden blocks

Books/Teacher resources

Steps 3A book
Few sheets

MATHS RESOURCES**Appendix 6****Resources available in Year 3****Number**

Multilink & pattern cards
Unifix
Calculators
Variety of maths games
Large 100 bead counter
Small counting beads
Number lines
Numicon
Warm up cards
Tables check and challenge
Money Dominoes
Pop shop

Measurement

Tape measures
Metre rules
Rulers

Shape & Space

Magnetic shapes
2D Shapes
3D Shapes
Name the shape dominoes

Books/Teacher resources

Collins Mental Maths
Steps resources 1-3

MATHS RESOURCES

Appendix 7

Resources available in Year 4

Number

Multilink
Unifix
Calculators
Numicon
Large 100 square
Large 100 bead counter
Dice/counters
Digit cards
Fraction/decimal% line
Negative number line
Fraction circle
12 stopwatches
Bingo

Measurement

Tape measures
Metre rules
Rulers
Compasses
Protractors
Teaching clocks

Shape and Space

2D/3D Shapes regular/irregular
Pegboards
Construction kits
Geometric models

Years 5 & 6

The above equipment will be required for Year 5 in July 2005 and will be available for the year group to start in September 2005.

The above equipment will be required for Year 6 for July 2006 and will be available for the year group to start in the September 2006

MATHS RESOURCESAppendix 8ICT Resources available

- *Number Shark x 4
 - *Learning Ladder 5-7 x 2
 - *Learning Ladder 7-8
 - Maths Workshop
 - First Workshop (Data Handling)
 - Primary Numeracy Number 1 x 10 user network
 - Data Sweet
 - Number works
 - Robot
 - Mario Teaches Maths
 - Granada Data base
 - *Breakaway Maths Lower attainers
 - Numeracy bank 3-4 user licence
 - Numeracy bank 4 – 4 user licence
 - Classmates 5-7 calculations and problem solving - 20 user licence
 - Maths made easy level 1 5-7 – 5 user licence
 - Maths made easy level 2 6 – 8 – user licence
 - Maths made easy level 3 7 – 9 – 5 user licence
 - Talking plus clocks – 11 user licence
 - Problem Solving 7 – 9
 - Lets go shopping – site licence
 - Softcase spreadsheets – 2 user licence
- *Suitable for special needs – have differentiated levels

Appendix 8cont

Interactive Teaching Programmes

Some of these are these programmes are available on your computers/laptops, if not then you can download them from The Primary Strategy site

www.standards.dfes.gov.uk/primary

Area
CalcAngle
Coordinates
Counting on and back
Data handling
Decimal Number line
Difference
Division grid
Fixed points
Fractions
Grouping
Isometric grid
Line graph
Measuring cylinder
Measuring scales
Moving digits
Multiplication facts
Multiplication grid
Number dials
Number facts
Number grid
Number line
Number spinners
Ordering numbers
Place value
Remainders
Ruler
Symmetry
Tell the time
Thermometer
Twenty cards

Most programmes have a tutorial available in the the ITP handbook available to download from the standards site mentioned above.

Appendix 8cont

List of useful websites

Interactive fraction to decimal game

www.ambleside.schoolzone.co.uk/ambleweb/mentalmaths/fracto.html

Teaching activities and worksheets

www.teaching.co.uk/maths/decimals/contents.htm

Length

Measuring with a ruler

www.primaryresources.co.uk/maths/maths7.htm

KS1/2

Body measurement and the kilometre

www.nzmaths.co.nz/Measurement/Length/Length.htm

KS1/2

Measuring weight

Problems involving weighing

www.primaryresources.co.uk/maths/maths7.htm

Time

Activity sheets

www.primaryresources.co.uk/maths/maths7.htm

Controllable analogue clock

www.ambleside.schoolzone.co.uk/ambleweb/mentalmaths/clock.htm

KS1/2

Converting time worksheet

www.teachingideas.co.uk/maths/convertingtime.htm

Problem solving activities

www.nrich.maths.org.uk/primary/topic_tree/Measurement/Time/index.html#Time

KS2

Powerlines KS2

This is an online resource where the children have to make two or more lines add up to the same give total using numbers provided.

<http://www.primarygames.co.uk/pg2/powerline/powerlines1.html>

Relevant to the following mathematics strands

Calculations – rapid recall of addition and subtraction facts

Solving problems – reasoning about numbers

Appendix 8cont

Frogs KS1 & 2

This is an online program that allows children to order digits

http://www.logo.com/imagine/project_gallery/frogs.HTM

Relevant to the following mathematics strands:

Counting and recognising numbers – comparing and ordering numbers

Solving problems – reasoning about numbers or shapes

Transformation Golf KS2

This is an online resource The children have to use their knowledge of reflection, rotation and translation in order to ‘pot’ a golf ball

<http://www.mathsonline.co.uk/nonmembers/gamesroom/transform/golftrans.html>

Relevant to the following mathematical strand:

Measures, shape and space – shape and space

Unit the robot KS1 & 2

This is a downloadable resource which require the children to direct or program a robot in order to complete a task

<http://www.mape.org.uk/startower/unit/index.htm>

Relevant to the following mathematics strand:

Measure, shape and space – shape and space

Awards Ceremony KS2

This an online resource for ordering numbers from single digits to numbers with two decimal places

<http://www.mathsonline.co.uk/nonmembers/gamesroom/awards.html>

Relevant to the following mathematics strand:

Numbers and the number system – place value, ordering and rounding decimals

Patterns and sequences KS1/2

This is an online resource for counting on and sequencing numbers

<http://aaamath.com/pat.html>

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Appendix 8cont

Three Dart Checkout KS2

This is an online darts game for two. This game requires children to use their knowledge of single, double and treble numbers to reach a stated target.

<http://www.primaryresources.co.uk/dartscheck/dartsthrowers.html>

Relevant to the following mathematics strand
Calculations – mental calculation strategies (+ and -), mental calculation (\times and \div)

Give the dog a bone

This is an online resources. This game requires the children to have experience with a one hundred square.

<http://www.primarygames.co.uk/pg2/dogbone/gamebone.html>

Relevant to the following mathematics strand:
Numbers and the number system – number sequences
Solving problems – reasoning about numbers

Elephants word game KS2

This is an excel file found within ‘Number Magic’. The children have to use their knowledge of long addition to solve various challenges

The children have to create words with a specific value associated with them given that each letter of the alphabet has been assigned a value i.e. a = 1 b = 2 c = 3 etc

Various challenges include:

- Thinking of a word whose value totals 100
- Thinking of a four letter word with the biggest possible value
- Thinking of a sport with the smallest value possible

Other relevant mathematics sites

The link below links to maths strategy games which require pupils to think carefully about what they are doing/ the next move that they make. These games include checkers, The Tower of Hanoi and triplets.

There are some other relevant maths games which you may find useful, these include Maths Millionaire. Maths Hangman (you may find that a dictionary comes in useful with this game as some of the children may want to find the definition of some of the more tricky words)

www.10ticks.co.uk/games.asp#

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WATERFIELD PRIMARY SCHOOL



MATHS POLICY 2005