



In years 1-4 we teach mathematics following the Singapore Maths teaching approach and we are gradually introducing the principles of those methods in years Reception, Y5 and Y6. The emphasis of the Singapore Maths programme is on problem solving, discussion, evidence-based learning and teaching. These aspects of mathematics are matched to the aims of our National Curriculum:

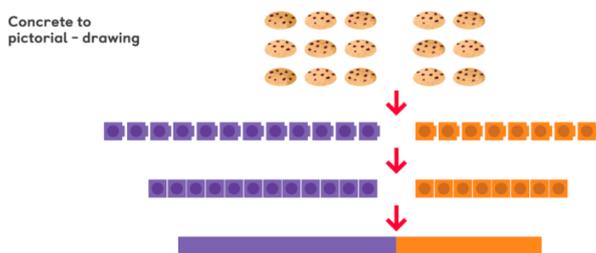
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335158/PRIMARY\\_national\\_curriculum\\_-\\_Mathematics\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)

### What are the features of the Singapore method of teaching?

#### CPA approach

**C - Concrete:** children are introduced to an idea by acting it out with real objects. This hands on experience forms the foundation for conceptual understanding.

**P - Pictorial representation:** Once the pupil has fully understood the hands on experience, they are taught to relate them to representations such as a diagram or picture of the problem. Drawing the problem is a key element to the approach.



**A - Abstract:** Only when the pupils have experienced the concrete and pictorial exploration of a problem should they begin to consider the problem using the abstract concepts of symbols and mathematical notation.

#### Extended units of study

Children are encouraged to explore mathematical concepts such as number, shape, and measure in depth, as extended units of study, rather than teaching in smaller units.

#### Focus on understanding and communication

Throughout the lessons, children are expected to work collaboratively with others and communicate their thinking. Their written and oral explanation skills, alongside their ability to reason logically, are developed on a daily basis.

#### A mastery approach

A set of principles and beliefs, this includes the belief that all pupils are capable of understanding and doing mathematics, given sufficient time. Pupils are neither born with the 'maths gene' nor 'just no good at maths'. With good teaching, appropriate resources, effort and a 'can do' attitude all children can achieve in and enjoy mathematics.

<https://www.ncetm.org.uk/resources/47230>

## Resources

The resources used to teach maths allow teachers and pupils to explore each topic in real depth. Every element has been meticulously designed for our pupils to succeed. The textbooks include Anchor Tasks, Guided Practice examples and group activities for use in the classroom. The workbooks allows pupils to work independently, demonstrating their understanding and assess their own learning.

### Making Number Bonds

Lesson  
1

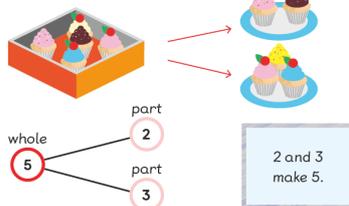
#### In Focus



How many cupcakes are there on each plate?  
Is there another way to put the cupcakes on the two plates?

#### Let's Learn

- 1 Put 5 cupcakes on two plates.



This is a number bond.

Number Bonds

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### Number Bonds

Chapter  
2

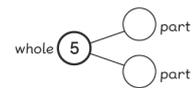
Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

#### Worksheet 1

##### Making Number Bonds

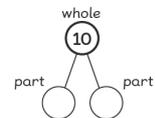
- 1 Complete the number bonds.  
Fill in the blanks.

(a)



and  make 5.

(b)



and  make 10.

Numbers Bonds

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## MATHS PARENT VIDEOS DOWN LOADED FROM THE MATHS NO PROBLEM HUB

### First Class @ Number

First Class @ Number is an innovative, highly effective maths intervention. It is delivered by trained teaching assistants to small groups of children who have fallen behind in mathematics. It helps them to get back on track and catch up with their peers. At Whitley Park First Class @ Number children make an average gain of 14 months (during a three month intervention programme). This progress exceeds the national average by 40%.

### Mathletics

Our Year 6 children have access to Mathletics. Mathletics is designed to provide pupils with an engaging and safe learning experience. Targeted and adaptive content with structured support, plus gaming and rewards – all aligned to the primary maths curriculum. Each student's Mathletics account is their own personal learning space, home to their individual content and support. With avatars and a range of themes, there is no end to the personalisation possibilities. In LIVE Mathletics, a hugely popular area of the resource. Pupils are matched with others from their own class (or the other side of the world!) and are challenged to fast-paced 60 second live races of mental maths.

As a school we expect children to complete set Mathletics activities as part of their home learning.

<http://www.3plearning.com/wp-content/uploads/2013/05/Guide-Welcome-to-the-Family.pdf>

[Link to the maths policy \(currently drafting with WEC schools\)](#)