# What does maths look like each day?

Maths at Birchwood

Our daily maths provision combines several carefully structured elements. Each has a different purpose, helping children to develop **fluency, recall, understanding, reasoning and problem-solving skills**.

## Rapid Recall

Every day begins with a **Rapid Recall** opportunity. Children revisit and retrieve key mathematical knowledge and skills they have previously learned. Regular retrieval helps important number facts, methods and mathematical knowledge become secure so children can use them confidently in future learning.

## Number Sense Times Tables

Children take part in our structured **Number Sense Times Tables** programme to develop fluent and secure recall of multiplication and division facts. Children progressively build their understanding of times tables so that they can recall and apply these facts efficiently within more complex mathematics.

## Maths Fundamentals

**Maths Fundamentals** is our tailored approach to practising an important mathematical skill throughout the week. Children regularly revisit a carefully selected area of mathematics, giving them repeated opportunities to practise, strengthen and secure essential knowledge and skills.

This ensures that important learning is not simply taught once and forgotten. Instead, children continually retrieve, practise and apply their mathematical knowledge.

## Maths Mastery

Our main maths teaching follows the **White Rose Maths curriculum**, supported by **NCETM materials** and our own carefully planned curriculum progression.

Children are taken on a journey towards **mathematical mastery**, moving from practical and visual representations towards increasingly abstract thinking. Teachers use carefully chosen examples, representations, questioning and mathematical discussion to help children make connections and develop a deep understanding of concepts.

Within their learning, children develop three key areas:

- **Fluency**: using mathematical knowledge accurately and efficiently.
- **Reasoning**: explaining ideas, spotting patterns, making connections and justifying answers.
- **Problem solving**: choosing and applying mathematical knowledge in unfamiliar situations.

Children who are secure in a concept are challenged to **think more deeply**, rather than simply moving on to more advanced content.

## Friday Problem of the Week

Every Friday, children have an opportunity to bring their mathematical learning together through our **Problem of the Week**.

Children are presented with a carefully chosen problem and challenged to put their **problem-solving lenses** to the test. Rather than immediately searching for an answer, we encourage children to think like mathematicians: What do I notice? What information is important? What do I already know? Which strategy could I use? Can I represent the problem in a different way? Can I explain and justify my thinking?

Problems are drawn from and influenced by **Gareth Metcalfe's I See Reasoning and I See Problem Solving approaches**, alongside our work using **Deconstructing Word Problems**.

This regular opportunity allows children to apply their knowledge in unfamiliar contexts, develop resilience and learn that tackling a challenging problem is just as much about the **thinking and strategy** as it is about finding the final answer.