


Learning walk: 16.06.2023

By: Sharon Longmuir

Focus: Continuity between Key Stages

Area: Maths

Observations	Evaluation
<p><u>Owls - EYFS</u></p> <p>As we come to the end of the year, Owls class have developed key mathematical skills and knowledge, working from the 'Supporting White Rose' scheme of work. When I visited today they were continuing their learning of odd and even numbers, using living numbers with numicon and numerals, out in the lovely sunshine! The children were sorting themselves into odd and even number groups and counting confidently in 2's. The children in Owls class learn a range of vocabulary as they talk about their maths. Learning objectives are re-enforced in a variety of ways. Children complete tasks according to their level of understanding: today, more able children in the class moved on to doubling numbers. The classroom has a variety of mathematical resources available to the children, including a hygge maths table.</p> 	<p>Mathematical learning in EYFS gives children a solid basis to move forward to Squirrels class. The scheme of work used is designed to link closely with KS1 learning. The children's learning is practical and fun and independent exploration and learning are encouraged.</p> <p>Children develop a good range of mathematical vocabulary to prepare them for their mathematical journey.</p>



Squirrels - Year 1 and 2

The children in Squirrels have gained good mathematical knowledge and understanding and they participate well in daily mental maths activities. This morning they demonstrated their speed and accuracy as they joined in with smartboard activities. The activities and the follow-up activities are part of the 'Primary Stars' scheme of work, which is part of the White Rose package and designed to link to the scheme used in Owls and in Badgers class. The children were warming up by multiplying numbers today and then they moved on to comparing numbers and investigative pictograms. The smartboard activities reflect the independent tasks that follow. The children were confidently counting in 2's and using number lines. Mathematical resources and displays are used in the class by the children, who are given differentiated tasks and support as needed.

Building on the mathematical skills and understanding developed in Owls, Squirrels class enjoy participating in maths carpet time and follow - up work. They continue to discuss mathematical ideas and concepts and to relate them to everyday life, sharing their knowledge and ideas with each other. The children work at their own pace and level of understanding.



Badgers - Year 3 and 4

Both year groups in Badgers follow the White Rose scheme of work. This consistency throughout the school means that children are always well prepared for the next stage in their learning. As I visited today, Badgers children were working on squared whiteboards, adding two digit numbers and dividing numbers with 2 and 3 digits. The children were encouraged to talk about their maths and to show different ways that they could do the sum. Year 4's were given a harder task by being asked to do the same task but with changed place value.

Badger's class are keen mathematicians, encouraged to 'think things through' and 'have a go'. They build on the knowledge and understanding that they have developed in their journey through the school, working at their own pace and level of understanding.



Overall Evaluation

Using the White Rose scheme of maths in all classes ensures continuity throughout the school. Book scrutiny, pupil progress meetings and transition meetings ensure that the next teacher has a clear understanding of each child's learning needs. Transition activities prepare the children for their move to a new class. All pupils, including SEND, work at their own individual pace and their learning is supported as needed. As evidenced in pupil voice, children develop a positive attitude towards maths.

Areas for development

Mathematical achievement is rising each year since Covid 19 caused disruption. Next year, a whole school focus on maths should concentrate on raising the profile of maths and achievement levels equal to pre-covid.

Overall Evaluation:

Areas for development: