

**Reception Marvellous Mice: I-MD, EN-E, WN**

**Year 1 Fantastic Foxes: BE, FC, AS**

**Year 2 Outstanding Owls: GO, APe, S-RW**

<p>Do you enjoy doing maths at school? Why / why not?</p>	<p>Yes – “I like doing all the number bonds like 5+5.” “I like counting to 20.” “Because we learn lots of big numbers.”                  Yes – “I like getting smarter and I’m good at maths.” “We get to learn new things.” “Because I like counting in 2s, 5s and 10s.” “I like measuring.”                  Yes – “It’s easy for me now!” “I used to not like it, but now I do because it’s fun.” “I like learning about telling the time. I’m good at doing o’clock, half past, quarter to and quarter past.”</p>
<p>What have you enjoyed learning about most this year?</p>	<p>“I like reading numbers on the cards.” “The counting songs!” “I like learning the number bonds. I know 3+2, 4+1 and 5+0 make 5!” “I like when we use the ten frames and counters with a partner.” I liked when we were doing sharing, I’m good at that.”                  “I like the colouring jobs.” (subtraction crossing 10 activity) “I like doing number bonds.” “I like adding to 20 using a numberline.” “I liked when we wrote the numbers (as words).” “I love counting in 10s!”                  “I like using the clocks to tell the time. We’ve been doing quarter to and quarter past.” “I enjoyed learning about fractions. We found ½ and ¼ of shapes.” “I like measuring things. I learned about centimetres.” “I like doing times tables.” “I know big numbers like 100+100=200!”</p>
<p>What would you like to learn more about?</p>	<p>“I want to do more patterns.” “Adding bigger numbers.” “Learning numbers up to 100!” “I want to do more adding.”                  “I want to add more numbers. Like I could add 3 numbers together.” “I would like to do more arrays.” “Some trickier numbers like 100s!”                  “I want to do more takeaways and make it harder!” “I would like to do more telling the time.” “More timestables and counting in different amounts.”</p>
<p>How do you know if you have understood the lesson? Where can you go for more help?</p>	<p>“I go on Bee-Brilliant or get a sticker.” “The teacher says well done to me.” “You can ask a teacher or a friend for help if you need it.” “The numbers on the wall help me sometimes.”                  “If you get a pink WALT you got it right and if you get a green WALT you need to do more learning.” “You can ask a teacher to help.” “Ask your partner or someone next to you they might know.” “The number mats on the wall can help too.”                  “When we use whiteboards, the teacher will tell me if I got it right.” “I might go on star of the day, get a sticker or get a proud cloud.” “My teachers and my friends would help me if I didn’t know something.” “The number pictures on the wall in the classroom help me write my numbers the right way round.” “You get to have more challenges!”</p>
<p>Do you think you have got better at maths this year? How do you know?</p>	<p>All said yes – “I do my numbers with Mrs Norton and I get to go on Bee-Brilliant &amp; get a prize when I do well.” “My teacher tells me.” “I know a lot of numbers now!”                  All said yes – “I got to go to Mrs Baillie’s office because I did a good job.” “I’ve got lots more pink WALTs in my book now.” “My teacher tells me well done.”                  All said yes – “When we started doing clocks it was really hard, but we did it again and again and now it is easy!” “If you don’t get it right straight away, the teacher will help you and you can have another go.” “Mrs W helps me with my work. Sometimes she gives me clues!”</p>

<p>Can you tell me about where you use maths in your every day life?</p>	<p>"We count how many children are here in the register." "There's a number on my house." "I have to count my sweets!" We count in 2s sometimes when we line up for lunchtime."          "I practise counting in 3s." "When we bake cakes at home we use the scales. They have grams to measure the ingredients." "I have lots of shapes in my house. 3D shapes like my bed and toys." I have numbers on my fridge to help me practise." "I share my sweets with my friends so we all have the same."          "You need to use the clock so you know what time it is." "I like to count how many things I can see on my way to school, like how many cars or flowers I can see." When we bake at home, my mum uses scales to measure the ingredients we need. They have numbers on them."</p>
<p>Do your grown-ups help you with your maths learning at home? What do they help with?</p>	<p>Yes – "They count with me." "I have a whiteboard at home and I do number songs too." "They help me with my purple book work like the 1 more and 1 less lorries we did last week."          "I make patterns on my wall at home." "They help me with my homework sometimes, but I don't need lots of help." "They helps me with things that are really tricky."          "My dad helps me with my timetables." "I do adding and takeaways." " My grown ups help me with my homework, but sometimes I can do it all on my own!"          "They give me questions like <math>130-10=120!</math>"</p>
<p>How could we make our maths learning even better?</p>	<p>"We could count in our head." "We can practise counting in bigger numbers like 2s or 10s to 100!"          "I could be the teacher and help my friends. I like doing that." "More fun things like colouring jobs!"          "We could be the mini teacher and teach our friends."</p>

### **Summary / Additional Comments:**

- Great to hear that all children enjoyed participating in maths activities at school. They were all very enthusiastic about their learning and progress, even if they find it tricky at times.
- All the children could remember and state lots of maths learning they had done during the year but especially the more recent ones. The KS1 children enjoyed looking back through their books and sharing examples of their work.
- Good progression in the children's understanding that maths can include more than just counting and numbers through the age groups.
- All were enthusiastic about building on their current learning and excited about working with even bigger numbers. It was nice to see the children wanting to challenge themselves and have even harder questions!
- Children across school were confident about where to seek help when needed. A child in Reception was excited to tell me all about the number work she does each morning with a TA (precision teaching) and two Year 2 children were proud to share how much progress they had made in Maths this year.
- This was a lovely opportunity to speak to a cross reference of children from across school, including some from different monitoring groups such as SEND, PPDA and vulnerable to see what their experiences of Maths in our school are like.

### **Actions:**

- Continue to explore opportunities to support parents/carers with understanding how to help their children with maths at home too e.g. maths workshops.
- Investigate further opportunities to promote children's fluency and quick recall of number facts both in school and to support home learning e.g. Numbots, TTRS, ways of sharing information / advice with parents/carers.