Thurgoland CE Primary School – Strong Foundations Prompt Sheet

Early Mathematics

In every classroom you will see:

Adults

- Teaching carefully sequenced steps to embed and extend foundational knowledge.
- Teaching subitising, cardinality, composition and number facts. To prioritise number sense within 0–10.
- Maintaining fidelity to the mastering number scheme.
- Following a consistent structure for maths lessons.
- Teaching and modelling accurate digit formation following Kinetic Letters scheme.
- Using concrete–pictorial–abstract (CPA) approaches
- Introducing concepts using manipulatives before moving to pictorial and abstract representations.
- Explicitly teaching Tier 2 and Tier 3 vocabulary.
- Using sentence stems (e.g. I know… because…) and my turn, your turn to embed language.
- Using representations (e.g. part–part–whole) to highlight patterns and relationships.
- Using variation and examples/non-examples to deepen understanding across number, pattern, shape, space and measures.
- Using modelling and questioning to ensure children are fluent within the knowledge and skill being taught before moving onto independent practice.
- Planning provision and tasks that allow pupils to rehearse, revisit and apply maths in different contexts.
- Adapting teaching to support all learners.
- Identifying and address misconceptions immediately through targeted high quality interactions, re-modelling, questioning and scaffolding.

Children

- Forming digits correctly.
- Recording thinking using representations and number sentences
- Developing secure number sense within 0-10.
- Subitising, counting accurately and understanding “how many”.
- Recalling number facts and use known structures (part wholes, subitising dots, tens frames) to calculate and check answers.
- Using manipulatives and representations to show understanding.
- Moving between concrete, pictorial and abstract forms and explain how they represent the same idea.
- Using known mathematical vocabulary and sentence stems to communicate ideas clearly.
- Applying maths in play and problem-solving contexts.
- Exploring number, pattern, shape, space and measures through play.

Routines and environment

- Daily Mastering Number and mathematical sessions.
- Number reinforced through routines (register, calendar, songs).
- Maths working walls display key models, representations, kinetic letter numbers displayed and vocabulary.
- Accessible manipulatives (e.g. tens frames, rekenreks, counters).
- Vocabulary and sentence stems displayed.
- Appropriate recording approaches used (e.g. floor books, maths books).
- Mini whiteboards used to check understanding.