

Maths at Claycots

Claycots Primary School



www.claycots.co.uk

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The vision for Maths

At Claycots all pupils become resilient and curious mathematicians who have the knowledge and skills to explore and solve problems; find patterns and represent and explain their thinking.



Subject Intent

At Claycots, we are committed to ensuring that all children are challenged through a rich Maths curriculum which is carefully sequenced to build upon prior learning and provides opportunities to prioritise conceptual understanding over rote learning. Our curriculum ensures core number facts are embedded as we know they are the foundation to procedural fluency as well as allowing opportunities to solve increasingly complex problems and reason using mathematical vocabulary.

Our Maths curriculum aims to help our pupils recognise that mathematics is an interconnected subject in which we want them to be able to move fluently between different representations of mathematical ideas as well as applying their maths knowledge to science and other subjects.



Subject Implementation

At Claycots School, we use the White Rose long term plans to ensure the National Curriculum is covered, and lessons are appropriately sequenced so that new knowledge and skills build on what has previously been taught. However, individual lesson plans and resources are developed by teachers so that teaching is challenging, meets the individual needs of their pupils and in line with the Claycots Principles. Please refer to the school website for further information on the Claycots Principles.

As part of our approach to developing mathematical fluency, in each lesson, children have times tables or number bond practice to give them opportunities to improve rapid recall of declarative knowledge linked to their stage of learning. Children use 'Times table Rockstar' to engage in weekly battles and challenges to improve their fluency which allows them to practice in an engaging and interactive way at school and at home. In addition to this, in each lesson, children are given the opportunity to revisit prior learning through their 'Quick Maths' starters.

We use our school calculation policy, to ensure a consistent approach in teaching formal methods and a vocabulary progression document to ensure the correct vocabulary is explicitly taught at each stage and to support pupils in communicating their reasoning and mathematical thinking.

Lessons follow the CPD model (concrete, pictorial and abstract). Pupils are given the opportunity to explore concepts with physical representations before moving on to drawing their own visual representations and answering abstract questions. Pupils also explore and solve reasoning and problem-solving questions in every unit.

We ensure that the curriculum is tailored to meet the needs of each child through carefully planned scaffolding and resources. For children who cannot access their aged-related curriculum we have a bespoke pre-key stage curriculum which covers the engagement model when appropriate. We also have same-day catch up sessions for pupils who may need additional guidance or time to complete learning from the Maths lesson that day.

Subject Impact

At Claycots we use end of unit tests, times tables and termly assessments to help teachers gather a deeper understanding of their pupil's existing and developing knowledge and skills. However, we are aware that testing can lead to judging performance rather than learning therefore teachers also use formative assessment daily in their lessons to help measure learning over time.

Using this wide range of data, we measure pupil progress on a termly basis and at the end of the year, the expectation is that children achieve Age Related Expectations (ARE) for their year group. Some children may have progressed further and achieve Greater Depth (GD). Those pupils who have been identified as having gaps in their knowledge receive appropriate in-school support, inside and outside of the usual classroom Maths lesson.

By the end of Year 6, children will have developed a range of efficient skills that can be used to calculate effectively, they will be fluent in the fundamentals of Maths with a conceptual understanding and have the ability to recall and apply key facts accurately.

Year 1



Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1- Number: Place Value				Unit 2- Number: Addition and Subtraction					Unit 3- Geometry: Shape	Consolidation	

Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 4- Number: Place Value			Unit 5- Number: Addition and Subtraction			Unit 6- Number: Place Value		Unit 7- Measurement: Length and Height		Unit 8: Measurement : Mass and Length	Consolidation

Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 9- Number: Multiplication and Division			Unit 10 - Number: Fractions		Unit 11- Geometry: Position and Direction	Unit 12 Number: Place Value		Unit 13- Measurement: Money	Unit 14- Measurement: Time		Consolidation

Year 2



Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1- Number: Place Value				Unit 2- Number: Addition and Subtraction					Unit 3- Geometry: Shape		

Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 4- Measurement: Money		Unit 5- Number: Multiplication and Division				Unit 6- Measurement: Length and Height		Unit 7- Measurement: Mass, Capacity and Temperature		Consolidation	

Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 8- Number: Fractions			Unit 9- Measurement: Time		Unit 10- Statistics		Unit 13- Geometry: Position and Direction		Consolidation		

Year 3

Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1- Number: Place Value			Unit 2- Number: Addition and Subtraction					Unit 3- Number: Multiplication and Division			

Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 4- Number: Multiplication and Division			Unit 5- Measurement: Length and Perimeter			Unit 6- Number: Fractions			Unit 7- Measurement: Mass and Capacity		

Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 8- Number: Fractions		Unit 9- Measurement: Money		Unit 10- Measurement: Time			Unit 11- Geometry: Shape		Unit 13- Statistics		Consolidation

Year 4



Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1- Number: Place Value				Unit 2- Number: Addition and Subtraction		Unit 3- Measurement: Area	Unit 4- Number: Multiplication and Division			Consolidation	

Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 5- Number: Multiplication and Division			Unit 6- Measurement: Length and Perimeter		Unit 6- Number: Fractions				Unit 7- Number: Decimals		

Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 8- Number: Decimals		Unit 9- Measurement: Money		Unit 10- Measurement: Time		Unit 11- Geometry: Shape		Unit 12- Statistics	Unit 13- Geometry: Position and Directions		Consolidation

Year 5



Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1 - Number: Place value			Unit 2 - Number: Addition and subtraction		Unit 3 - Number: Multiplication and division		Unit 4 - Number: Fractions			Consolidation	

Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 5 - Number: Multiplication and division			Unit 6 - Number: Fractions		Unit 7 - Number: Decimals and percentages			Unit 8 - Measurement: Perimeter and area		Unit 9 - Statistics	

Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 10 - Geometry: Shape			Unit 11- Geometry: Position and direction		Unit 12 - Number: decimals			Unit 13 - Number: Negative numbers	Unit 14 - Measurement: converting units		Unit 15 - Measurement: Volume



Year 6

Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1 - Number: Place value		Unit 2 - Number: Addition, subtraction, multiplication and division				Unit 3 - Number: Fractions			Unit 4: Converting units	Unit 5: Number: ratio	

Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 6- Number: Algebra		Unit 7- Number: Decimals		Unit 8- Number: Fractions, Decimals and percentages		Unit 9 – Measurement: Area, Perimeter and Volume		Unit 10- Statistics	Unit 11- Geometry: Shape		Unit 13- Geometry: Position and Direction

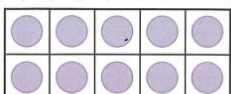
Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Consolidation				Themed projects, consolidation and problem solving							

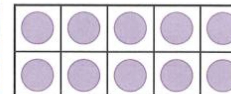
Examples of learning KS1

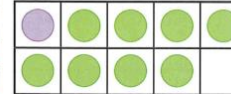
Year 1

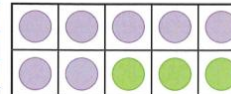
07/02/23 YAS
I can use a tens frame to add on.

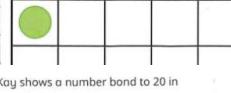


$$13 + 5 = 18 \checkmark$$


$$54 + 23 = 77 \checkmark$$


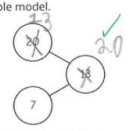
$$11 + 8 = 19 \checkmark$$


$$8 + 11 = 19 \checkmark$$


$$7 + 4 = 11 \checkmark$$


$$4 + 7 = 11 \checkmark$$


Kay shows a number bond to 20 in a part-whole model.



What mistake has Kay made?

Kay mistake is that that 20 is the whole.

Year 2

Tuesday 21st February 2023

11- I can tell the time to hour and half past.

Flashback 4 Year 2 Week 4 Day 2

1) $17 + 7 = 20$ 

2) Use < or > to compare the number of candles. 

3) Write forty-two in numerals. 

4) What shape is this? 

Finished?

1. $17 + 38 = 56$

2. $33 + 69 = 92$

3. $13 + 12 = 25$

4. $104 = 66 + 40$

5. $66 = 19 + 47$

Fluency: Match the clock to the times.



half past 4 half past 1 half past 9 half past 6

Complete the sentence.
At half past, the minute hand points to 

Alex  It is half past 11 so the hour hand should be on the 11

Is Alex correct?
Explain your reasoning

Examples of learning Lower KS2

Year 3

Handwritten work for Year 3, Lower KS2, showing capacity and volume problems.

1. Last lesson -
The jug has a capacity of 2 litres. How much water is in the jug?
Explain how you know.
400 ml

2. Last week -
Write the fractions in order, starting from the smallest.
 $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$

3. Last week -
Write the fractions in order, starting from the smallest.
 $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$

4. Last week -
Write the fractions in order, starting from the smallest.
 $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$

5. Dani has 1 litre 500 ml of juice in a bottle. She pours some of the juice into a jug. How much juice is in the bottle now?
1 litre 500 ml

6. Here are some measuring cylinders.
X Y Z
The total liquid in all three cylinders is 400 ml.
Cylinder X has half of the total amount in it.
Cylinder Y has 67 ml less than cylinder X.
How much liquid does each cylinder contain?
X = 200 ml
Y = 133 ml
Z = 67 ml

7. A carton can hold 200 ml of milk. A bottle can hold 300 ml of milk.
a) Three milk cartons are emptied into a litre jug. How much milk is there in the jug?
600 ml
b) How many bottles can be filled by the milk in the jug?
3 bottles

8. A carton can hold 200 ml of milk. A bottle can hold 300 ml of milk.
a) Three milk cartons are emptied into a litre jug. How much milk is there in the jug?
600 ml
b) How many bottles can be filled by the milk in the jug?
3 bottles

9. Tiny is finding how much more water is in jug M than jug N.
Jug M: 1500 ml
Jug N: 1000 ml
The difference between the volumes of water is 500 ml, so there is 500 ml more water in jug M.

10. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

11. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

12. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

13. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

14. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

15. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

16. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

17. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

18. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

19. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

20. Do you agree with Tiny? Explain your reasons.
No, because the jug is not full.

Year 4

Handwritten work for Year 4, Lower KS2, showing capacity and volume problems.

1. To compare
a) 0.35 < 0.39
b) 3.07 < 3.7
c) 12.94 < 12.49
d) 14.26 < 14.62
e) 18.97 < 18.09
f) 12.23 < 12.89
g) 19.44 < 19.28
h) 10.05 < 10.5
i) 35.5% < 35.05%
j) 19.35 < 19.53

2. To compare
a) 4.54 > 4.53
b) 0.84 < 0.89
c) 3.39 > 3.29
d) 4.98 > 4.63
e) 0.78 < 0.79
f) 1.56 < 2.56
g) 2.39 > 2.19
h) 4.09 > 4.01 + 0.00 = 8.10

3. To compare
a) 0.04
b) 0.1
c) 0.2
d) 0.5
e) 0.75
f) 1
g) 3.2
h) 5.5

4. How much money is there? Write your answer as a decimal.
a) £2.56
b) £1.32
c) £11.08
d) £3.03

5. Look at Rishi's statement.
Rishi is one hundredth of £1 so Rishi is equivalent to £0.01.
Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

6. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

7. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

8. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

9. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

10. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

11. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

12. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

13. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

14. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

15. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

16. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

17. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

18. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

19. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

20. Do you agree with him? Why or why not?
No, because 10p is 1/10 of £1.

Examples of learning Upper KS2

Year 5

Q1

47 cm ✓
360 ml ✓
3.9 kg ✓
0.8 m ✓
0.8 1/1 ✓
4 3/4 ✓
7 3/4 ✓
4 1/2 ✓
4 7/10 ✓
6 3/5 ✓
+ 2 3/10 ✓
8 6/10 ✓
2 3/4 ✓
- 1 1/2 ✓
1 1/4 ✓

Q2

15 60 240 1440 3000

2 weeks = 14 days ✓
b. 7 years = 84 months ✓
c. 5 minutes = 300 seconds ✓
d. 3 days = 72 hours ✓
e. 14 weeks = 98 days ✓
g. 540 minutes = 9 hours ✓
h. 60 hours = 2.5 days ✓
i. 18 months = 1.5 years ✓
j. 1/2 an hour = 30 minutes ✓
k. 45 seconds = 3/4 of a minute ✓

Q3

Amir and Annie ran a race.
Amir ran the race in 3 minutes and 14 seconds.
Annie ran the race in 187 seconds.
Who was faster? **Amir**
Show your workings.

3 minutes and 14 seconds
PSR

Teddy's birthday is in March.
Amir's birthday is in April.
Amir is 90 hours older than Teddy.
What dates could Teddy and Amir's birthdays be?

Teddy could be 28 March
and Amir could be 3 April

Three children are running a race.
• Whitney finishes the race in 3 minutes 5 seconds.
• Eve finishes the race in 192 seconds.
• Alex finishes the race in 2 minutes and 82 seconds.
Who finishes the race first?

Whitney 3 min 5 seconds
Eve 192 = 3 min 12 sec
Alex just at 3 minutes 22 seconds.

NS Why is Jack correct?
Explain your answer.
Jack is correct because
week can be converted in days
in a week there is 7 or 7 days

Amir = 3 mins 14 sec
Annie = 187 seconds
Correct!
Better!
187 = 3 min 7 sec
Annie is faster by 7 sec

NS W = 3 min 5 sec
F = 192 seconds
3 min 12 seconds
A = 2 min 82 sec
82 seconds = 1 min 22
3 min 22 ✓

Amir 82 = 1 min 22 seconds + 8 min

Q4

10 chocolate and
40 donuts altogether
is false.

10 3 23

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q6

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Year 6

Q1

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q2

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q3

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q4

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q6

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q7

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q8

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

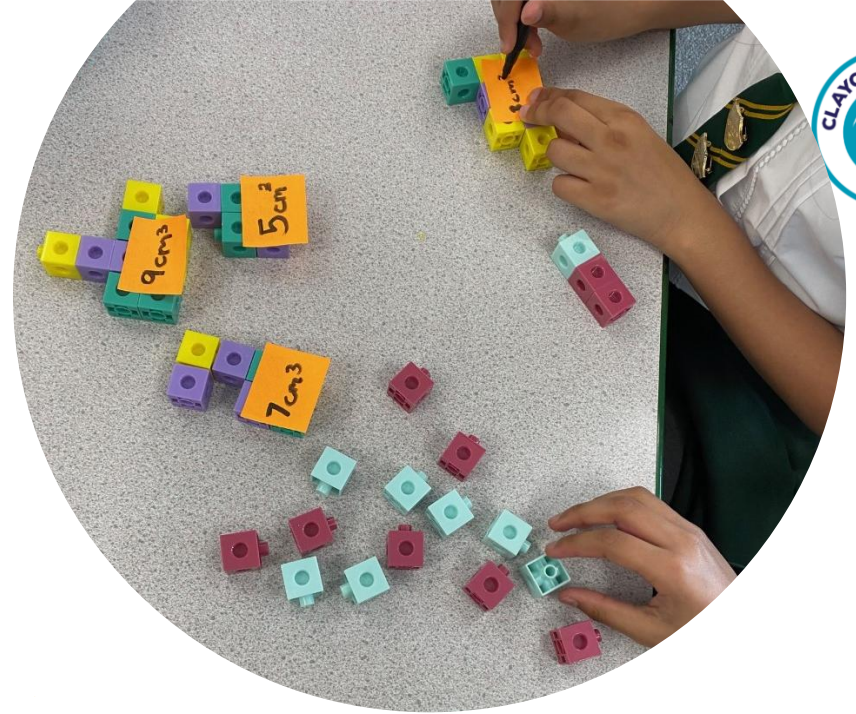
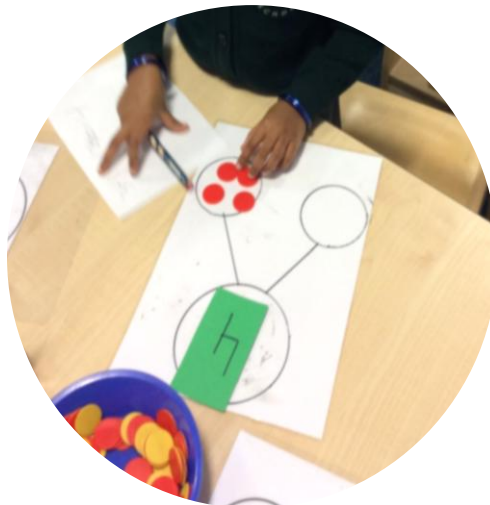
Q9

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q10

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Practical learning!





Pupil voice

I work with my friends, and we help each other solve difficult problems.
-Year 4, Britwell

The teachers help us because they explain things very clearly.
-Year 3, Britwell

I like adding. When questions get hard, I try to use a different method.
-Year 2, Britwell

Maths in Year 5 is challenging, and it is very fun because we get to learn from our mistakes and use lots of different equipment.
-Year 5, Town Hall

I love using the numicon and cubes to help me count up to 50.
It's so fun.
-Year 1, Town Hall

Maths is really fun in Claycots because it's like a puzzle and we learn a lot about it in greater detail.
-Year 6, Town Hall