

Roundwood Park School



Numeracy Support KS3

Intent Statement:

In Learning Support, we identify students early on in year 7, who would benefit from extra numeracy lessons. Numeracy lessons are delivered during Learning Support Lessons, once per week. The Learning Support curriculum aims to challenge students and to fill in any gaps in numeracy knowledge and understanding. The syllabus also aims to be fun and enjoyable, endeavouring to promote a positive attitude towards numeracy. We want to remove barriers to learning and create happy, confident learners, paying considerable attention to raising confidence and self-esteem. We aim to provide support and intervention intensively in KS3, to enable our learners to thrive and achieve well in Maths.

Knowledge Outline for KS3 Literacy lessons:

During KS3, students spend some time each lesson focusing on their multiplication facts for tables up to and including x12. A variety of tasks aim to consolidate these tables and stretch the more able.

In addition, lessons focus on over-learning and consolidation of known topics. This is achieved by:

- Regular liaison with key members of staff within the maths department, including JTh – SEND link.
- Revisiting topics according to the requests from the maths department and the needs of the group.

Opportunities are created each lesson for students to practise applying their mathematical knowledge to a variety of problems and real-life situations.

Year	Core Knowledge	Typical Activities	Frequency
7, 8 & 9	<p>To recall multiplication facts for the multiplication tables up to and including x 12 by:</p> <ul style="list-style-type: none"> • Identifying which multiplication tables are not secure. • Targeting unknown multiplication tables in order of difficulty. (1, 10, 2, 5, 9, 3, 4, 8, 6, 7,11, 12) • Completing the ‘Times Table Challenge’ for each targeted table. <p>Being happy to ‘have a go’, taking part in fun activities using their acquired mathematical knowledge.</p> <p>Over-learning and consolidation of known topics.</p>	<p>We start each lesson with 5-10 mins of individual study where students practise and rehearse their targeted table using a variety of concrete resources.</p> <p>Students are encouraged to use a multisensory approach to their learning, making use of the concrete resources alongside oral rehearsal.</p> <p>Students are then invited to ‘take the challenge’ which involves reciting the table without error. For most, this involves writing the table down at the same time, a strategy which supports our dyslexic learners.</p> <p>The challenge is completed when this process is repeated on three separate occasions.</p> <p>Over the course of the year, some students move on to extension activities which involve using their knowledge of the multiplication tables to answer worded problems.</p> <p>Each lesson will include a starter activity designed to challenge students to apply their mathematical knowledge to a variety of problems.</p> <p>Concrete resources are available so that students can attempt these retrieval activities using a multisensory approach.</p> <p>The starter activities are differentiated so that all students are challenged.</p> <p>Regular liaison with key members of staff within the maths department, including JTh – SEND link, enable the additional numeracy curriculum to be adapted to support the needs of the particular students within the group.</p> <p>Topics are revisited according to the requests from the maths department and the needs of the group.</p> <p>Students are able to work on consolidating their knowledge of these topics, working at their own pace and with the aid of appropriate concrete resources.</p>	1 hour per week