



## Early Years & Primary Newsletter

### Christmas Edition 2020

It is that time already... Christmas!

This year may not have been the year we all planned and hoped for but we would like to end the year on a high. We are so thankful to all schools and teachers in our region for your continued engagement in these uncertain times - it is simply amazing. We have in excess of 150 Primary and 30 Secondary schools engaging with our Teaching for Mastery Work Groups. We continue to receive daily sign ups to other Work Groups that we will be running across all phases from Early Years right through to A-Level.

Furthermore, we continue to have high attendance at our Network Meetings and your presence and contributions both support and inspire us at the Hub. It is a testament to schools, the sheer commitment, to continue to engage in development for their staff in order to get the best outcomes for their pupils.

This Christmas edition newsletter has some very exciting announcements, Work Groups that are still available to join and also materials you may find useful.

From everyone here at the South Yorkshire Maths Hub, we want to wish you a truly wonderful Christmas and a Happy New Year! See you all in 2021.



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### Thank you LLMEs

A BIG thank you to our whole team has to be shared. It may have been a long, hard and very strange start to the academic year in so many respects but the work that has

been done and is being planned by you is a real highlight. The only reason we are able to share and offer the amount of support and work we do is down to your commitment and we simply could not do it without you all; for that we are truly grateful for.

We are grateful for the fact you all provide an element of normality in a chaotic world despite the fact that you are living with the same pressures and huge strains on your workload. In times where people have felt isolated and uncertain, you have been there to offer your support. This shows your dedication to the Hub and to supporting and developing your colleagues in other schools in South Yorkshire.

Thank you so much, we wish you a safe and calm end to term and a fantastic and restful Christmas.

### **An Exciting Announcement**

We have a very special announcement and are absolutely thrilled to tell you all that a member of our LLME team is pregnant! Jessica Shaw one of our Primary Specialists is expecting a baby next year.

The whole team could not be happier for you and we cannot wait to have another baby join the South Yorkshire Maths Hub team. Congratulations to you from everyone at the Hub.

### **Introduction of New Roles**

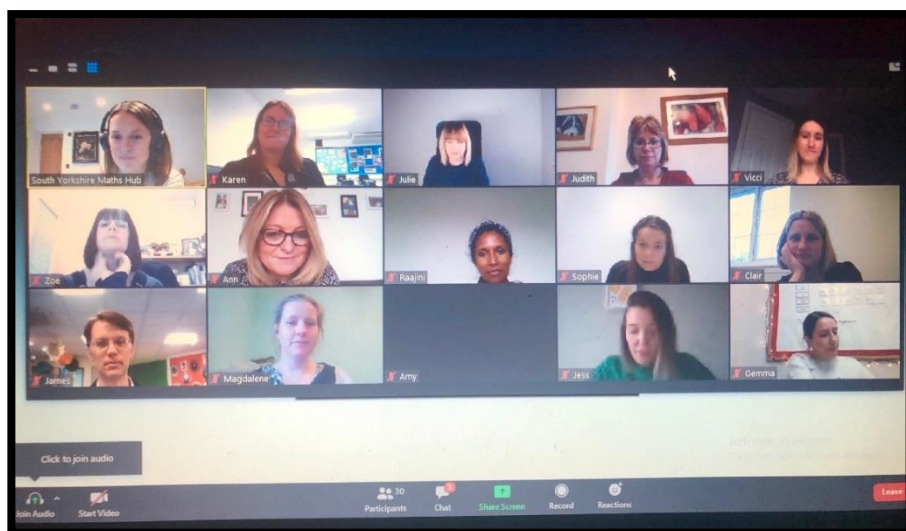
The South Yorkshire Maths Hub are very excited to announce that we have two new members to our team!

Mr. Paul Beevor from Wath C of E Primary School, Rotherham and Mrs. Ann Nixon from St. John the Baptist Primary School, Penistone are the official Advocate Headteachers for the Hub! Both Ann and John have teaching for mastery Specialists on their team and engage in the teaching for mastery programme. Their role is to exemplify and communicate effective leadership of teaching for mastery with primary school leaders across the hub region. The main focus will be on building strong working relationships and offering further support for schools around the region. We very much look forward to working with you.

### **LLME Meeting**

On Thursday 3<sup>rd</sup> December we held our first Local Leaders of Maths Education (LLME) meeting of the year. It was so wonderful to see our whole team of LLMEs back together and everyone's faces - 'virtually' of course! The session started off with some music and a festive ice-breaker activity and then moved into a packed agenda where we looked

at how to enhance our CPD delivery through effective use of technologies. Vicci Marshall, our secondary lead, shared national training on a programme called Desmos and Michelle Knott, our Primary Lead, shared the findings of last year's Research and Innovation Work Group by sharing an online platform for exploring manipulatives. Both platforms will help us enrich our work group delivery, especially as we are currently fully online.



## Subject Knowledge Enhancement Work Group (Teacher & Teacher Assistant)

### SKE Primary Teacher:

After we have received such a high response of sign ups to our first cohort we have been able to confirm a second and third cohort for 'The Primary Teacher Subject Knowledge Enhancement Work Group'. This is a project aimed to support primary teachers in developing specialist knowledge for teaching mathematics. Teachers will enhance their maths subject knowledge with an emphasis on the key structures in each mathematical area covered.

If you would like to attend the sessions, please email the Work Group Lead Judith Copley at [judithcopley@clifton-partnership.org.uk](mailto:judithcopley@clifton-partnership.org.uk)

### SKE Teacher Assistant:

We are pleased to announce a further cohort has been confirmed for the 'Subject Knowledge Enhancement for Primary Teacher Assistants Work Group'. Primary teacher assistant SKE is a project which is designed to develop teaching assistants' subject knowledge in maths so they can support children's learning in the classroom and in small intervention groups. Work Groups will explore maths in depth, making connections between topics and concepts.

If you would like to sign up to the next cohort, please email the Work Group Lead Magdalene Lake at [mlake@lake-learning.co.uk](mailto:mlake@lake-learning.co.uk)

## A Christmas Quiz!

### The Twelfth Day of Christmas

*'On the twelfth day of Christmas,  
my True Love sent to me  
Twelve drummers drumming,  
Eleven pipers piping,  
Ten lords a-leaping,  
Nine ladies dancing,  
Eight maids a-milking,  
Seven swans a-swimming,  
Six geese a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree!'*

All of these questions are about just the twelfth day of Christmas and not the days before it!

- 1) How many presents were given to me by my True Love altogether?
- 2) How many birds were sent by my True Love?
- 3) How many people did my True Love send to entertain me?
- 4) How many wings are there in the song?
- 5) How many legs are there in the song?
- 6) If I shared all of my presents with you, how many would we have each?
- 7) If all the people who had to read music needed glasses, how many pairs of glasses would be needed?
- 8) How many of the gifts are definitely female?
- 9) How many letters are there in the verse?
- 10) If each maid managed to get 4 pints of milk a day, how many pints of milk would I have to drink in a leap year?

Send your answers in to [admin@symathshub.org.uk](mailto:admin@symathshub.org.uk)

## Early Years Resources on the NCETM Website

The NCETM have launched new Early Years pages on their website:

<https://www.ncetm.org.uk/in-the-classroom/early-years/>

Here professionals can find progressions maps in the 6 areas of cardinality and counting, comparison, composition, pattern, shape and space and measures!

## The NEW Early Adopter Mathematics ELGs

'Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.'

*DFE, Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five EYFS reforms early adopter version July 2020.*

### The NEW Early Adopter Mathematics ELGs are:

- ELG: Number Children at the expected level of development will: -
- Have a deep understanding of number to 10, including the composition of each number; -
- Subitise (recognise quantities without counting) up to 5; -
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### ELG: Numerical Patterns Children at the expected level of development will: -

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -
- Explore and represent patterns within numbers up to 10, including

Please note that the term 'Automatically recall' comes from Fasnot and Dolk (2001) authentic recall. Where children recall number facts because they have such a good

understanding of the concept of number behind the number facts not because they have been taught to remember the number facts in a rote fashion.

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## Contacts

If you are interested in finding out more about your school's options please do get in touch.

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