

Maths Display

Your maths display needs to be located at the front of the classroom and visible to all children, wherever they are seated in the class. All displays should reflect what is being taught at the time.

Maths displays need to be fit for purpose and as such, all elements of the display should be readable. The children in class need to utilise displays and know when and how to use these areas. Each classroom should have a maths working wall and a table top display.

What is expected:

Maths working wall

- Pictorial learning aids/representations e.g. 100 square, place value chart, negative number line etc (appropriate to year group and learning outcomes)
- Key vocabulary to be displayed (relating to current unit)
- Handwritten teacher examples of taught strategies e.g. repeated addition (once again linking to current unit)
- Examples of children's work (pictures and/or photocopies)

Table top display

- Additional challenges/extensions for those children who have completed work, particularly GDS children
- 'Question of the Week' or 'Notice and Wonder' for children to interact with via discussion/post its
- labelled and organised resources (in addition to toolkits)

Maths working wall examples

Key vocabulary

Good example showcasing pupil work on a maths display.



Various representations of number

3D art elements

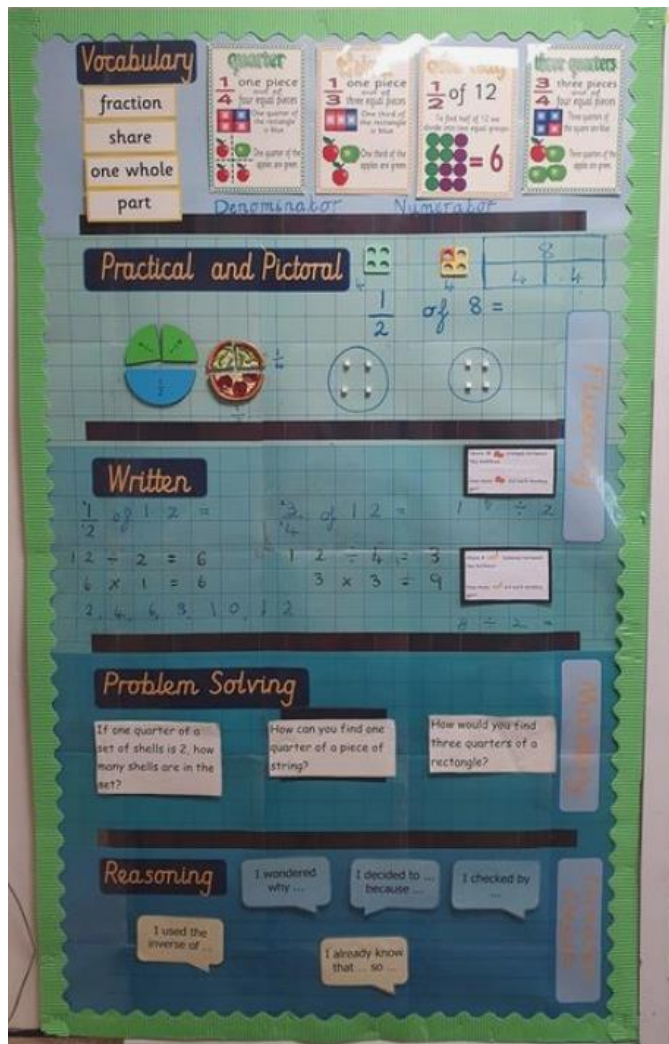
Examples of pupils' work

3D art elements



Demonstrating applying knowledge to other areas of the curriculum

Key vocabulary



Various representations of number

Demonstrates progression of skills following CPA approach

Clear and sequenced

Handwritten teacher examples of shared/taught strategies

Some additional challenges through questioning

Handwritten teacher examples of shared/taught strategies

Revisiting and recapping prior strategies/learning

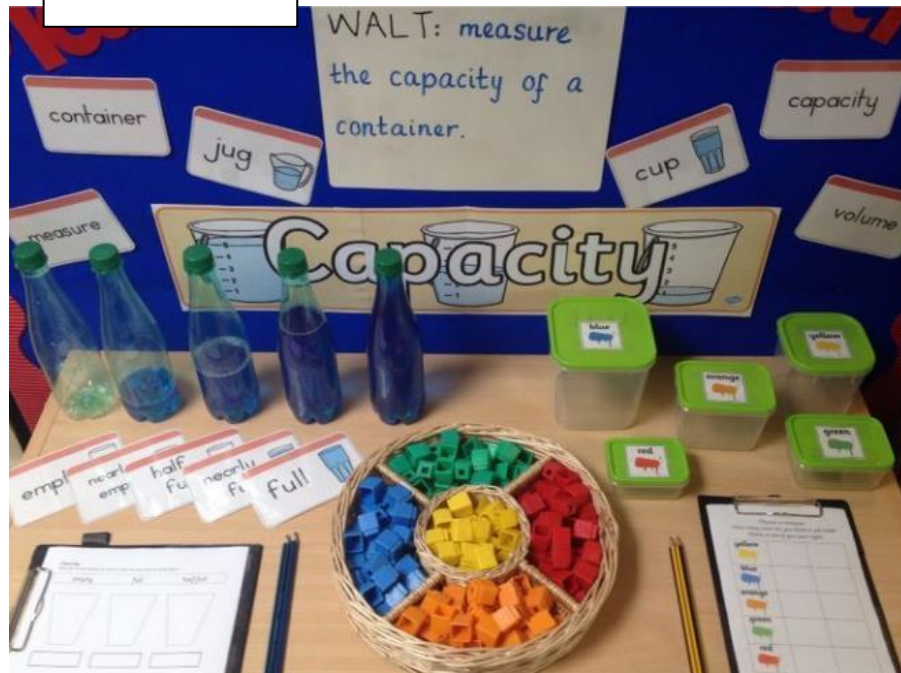
Various pictorial representations



Table top display examples

Key vocabulary

Questions change on a regular basis



Providing an extension

Makes links to real life contexts - gives a purpose with both bottles and books

Look engaging and exciting - children will want to have a go

Manipulatives to help with understanding





Relating to taught unit

Provides great opportunity for mathematical talk and recap of language

A fun and interactive method to engage all learners

Questions can be adapted to different phases and all units

Preferably changed on a weekly/bi weekly basis

Provide time to discuss what was learnt from the activity

