

Peterborough Mathematics Transition Project

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Aims of today

- To do mathematics together
- To discuss what it means to 'work mathematically' and the implications for classroom practice
- To become more familiar with the NRICH website



Relevant research

- **EEF funded project (2017) looking at transition**

Main finding: Pupil Premium pupils benefited most from *consistency* (in everything from pedagogy to classroom organisation) across the KS2/3 divide

- Other research shows pupils receive increased responsibility in Y6 but very little in Y7



Relevant research cont.

Nunes report (2009) highlighted...

importance of place value for accessing the KS3 curriculum, for example proportion and calculation



Teacher takeaway

Please try out at least one task from today back at school
Come back next time being prepared to talk about your experiences
Please bring a few copies of students' work if you can



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Don't forget

<https://nrich.maths.org/peterborough>

... where you'll find an overview of the whole project, a brief summary of today, a pdf of these slides and a reminder of where to find key resources on the NRICH website



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References

EEF (2017) *Improving Mathematics in Key Stages Two and Three, Guidance Report*.

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/>

Nunes, T. (2009). Development of maths capabilities and confidence in primary school.

<https://dera.ioe.ac.uk/11154/1/DCSF-RR118.pdf>



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