How does MathsBeat work?

Digital Planner
Provides your toolkit for day-to-day teaching
A simple, easy to follow sequence of tasks helps support your day-to-day delivery.

“Very comprehensive. The fact that there are online resources to accompany a handbook will make a teacher’s job easier. The slides and downloadable worksheets are a must.”

From our teacher panel

Mastery
Sample task on the Digital Planner

Tasks are designed to support all learners, with prompts for observation and assessment

EdComs

Building a community to support you

Recruiting a teacher panel to help develop a mastery programme for every child

Valuable feedback at every stage of development

Trialling resources in the classroom to ensure they really work

An online community of users and experts to give you support and guidance

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About the author team

Series Editor: Mike Askew
Before moving into teacher education, Professor Mike Askew began his career as a primary school teacher. He now researches, speaks and writes on teaching and learning mathematics. Mike believes that all children can find mathematical activity engaging and enjoyable, and therefore develop the confidence in their ability to do maths.

Series Editor: Robert Wilne
Robert Wilne has over 20 years’ experience teaching mathematics. He co-led the initial NCETM England-Shanghai teacher exchanges, supporting Maths Hubs as they introduced teaching for mastery. Currently he leads the development of mathematics across the Haberdashers Aske’s Federation in SE London. He is also the Mathematics Advisor for Bellevue Place Education Trust.

Ordering Details
We have a range of subscription packages available for you
Please contact your local educational consultant for details

Includes an IWB modelling tool, front-of-class slides and practice activities, collated in one easily accessible place to save you time.

Sample IWB activity on the Digital Planner

Teacher’s Handbook
Your pick up and go resource for planning, teaching and assessment
Provides visual case studies of children’s work, as well as real conversations between teachers and children, with detailed commentary.

“From our teacher panel
“...I feel that it really walks you through the strand so that you can understand what you are teaching, why and how a child’s learning will develop throughout the year.”

Sample page from the Teacher’s Handbook

MathsBeat overview chart

Teacher’s Resources

Digital Planner Teacher’s Handbook

Reception to Y6/ P1–P7

Mastery

Mastery

Mastery

Mastery

Mastery

Series overview

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MathsBeat Teaching Handbook

Term 1: Geometry

Geometry – Properties of Shape

Strand overview

Term 1: Helps them to make sense of the world around them, and understand a natural starting point for exploring shape. The tasks focus children’s attention on mathematical features of 3D solids: their faces, edges and corners (singular vertex). With this language, the children can make distinctions between cubes and cuboids, spheres and pyramids. They can recognise and describe similarities and differences.

Term 3: In this unit, children encounter 2D shapes as faces of 3D solids, rather than as ‘stand-alone’ cut-outs. They use the properties of the 2D faces to refine their classification of everyday 3D solids. They describe similarities and differences, between objects that are mathematically ‘close’, for example between cubes and cuboids.

Rich experiences

Exploring everyday 3D objects, such as balls, shoe boxes, food packets of varying sizes and colours, to help children relate the mathematical language to the world around them.

Using speaking frames such as “My shape has...” and “My shape does not...” to help them notice what they can observe.

Asking questions, such as “Why do you think your shape is different to mine?” and “How are these two shapes different?” to help them notice similarities and differences.

Printing and making impressions of faces so they get hands-on experience of the properties of a 3D shape.

Gradually moving on to the IWB to identify 3D objects from 2D representations.

Contains practical guidance on how to question to develop children’s reasoning and problem-solving skills

Integrated professional development provides lots of support for building your subject knowledge to ensure you are confident to teach for mastery

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