

## **To the Mathematics Subject Leader**

### **Overcoming Barriers in mathematics – helping children move from level 1 to level 2**

The National Strategies have produced a booklet and CD that are the third in a series of support materials that we are sending into schools. References for all three are listed at the end of this letter. It is possible to make copies of the discs so that they can be shared more widely in your school and the booklets are available to download from [www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)

Although each set of materials has been assigned to particular year groups, this does not mean that they could not be appropriately and effectively used with children from other year groups.

The level 1 to level 2 booklet contains useful grids at the end which link the objectives to particular units within the renewed framework. This would allow teachers to see where the children will be coming across the objective again and could mean that they plan for some intervention work using the overcoming barriers sequences before that particular unit begins.

#### **Introducing the materials**

It might help staff (including teaching assistants) to be introduced to these materials and have a chance to explore them during a staff meeting session. You could set aside half an hour to demonstrate the structure (the pathways to follow in each disc are the same although the level 1 to 2 looks slightly different) and then allow people in pairs to explore further. You could set up a specific scenario and then discuss what the most appropriate support sequences are at the end.

For example, a child or group of children, are finding it difficult to deal with subtraction of a one-digit number from a two-digit number when bridging through a multiple of ten. This would lead you to the Calculating strand (page 9 in the booklet), the first Year 1 objective including 'subtraction of a one-digit number from a one-digit or two-digit number', and then to the 'Can I?' statement, 'Can I add or subtract a one-digit number to or from a two-digit number (bridging through a multiple of ten?)'

Perhaps you could ask your year 1 and 2 teacher(s) to look at the materials and then brief the rest of the staff?

#### **Reference details**

Overcoming barriers in mathematics – helping children move from level 3 to level 4.

Ref: 00695-2007PCK-EN

Overcoming barriers in mathematics – helping children move from level 2 to level 3.

Ref: 00149-2008PCK-EN

Overcoming barriers in mathematics – helping children move from level 1 to level 2.

Refs: 00021-2009BKT-EN and 00021-2009CDO-EN

Contact details for ordering are: DCSF publications 0845 60 222 60 or [dcsf@prolog.uk.co](mailto:dcsf@prolog.uk.co)

Teachers who have already had the opportunity to use this suite of resources have reported that they are easily accessed, contain all of the ICT programmes that are referred to and that the structure has helped their children to 'overcome' particular difficulties. We would welcome any feedback you may like to add to this.

Micky Harcourt-Heath

Primary Mathematics Team Leader

[micky.harcourt-heath@norfolk.gov.uk](mailto:micky.harcourt-heath@norfolk.gov.uk)