

LET'S THINK (CAME) MATHS

The aim of the Primary Cognitive Acceleration in Maths Education (Primary CAME) project is to contribute to the teaching and learning of mathematics. The Primary CAME Maths Let's Think lessons are an outcome of the research from this project. They stimulate the development of children's mathematical thinking through carefully selected classroom tasks. Tackling these challenges encourages children to work together as mathematicians, constructing and discussing mathematical ideas.

Each Let's Think lesson promotes very specific mathematical connections and generalisations. However, children grapple with the 'big ideas' in mathematics, rather than focussing on the mastery of specific skills. The shared construction of mathematics encourages children to develop a deeper understanding of the mathematical concepts underlying the skills, algorithms and procedures in everyday school mathematics

All children at SMAB are taught these lessons regularly (every two to four weeks) and more than half of the staff are trained or being trained to deliver lessons. The language encouraged in these lessons is on display throughout the school and is used to encourage and develop thinking skills across the curriculum.

“‘Let's Think’ is a very different and exciting way to teach maths and this was apparent from the first lesson we delivered to our classes. Through investigative lessons, children start off with an accessible ‘hook’ and then progress to high -level maths work. The children are challenged and will face real cognitive conflict in the lessons where they are encouraged to think in a way that they may not have done before in maths – their reasoning skills are honed and developed. The point is not to ‘chase a right answer’ but to explore and discuss, to share and reason. Each lesson that has been taught in this format has been tremendously enjoyable and engaging for the children and as we develop this approach as a school we will see fantastic progress and a great joy and excitement around the teaching and learning of maths.”
Rachel Quinlan