

### **Progression through the CPA framework**

Children can find maths difficult because it is abstract. The CPA approach builds on existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems. The CPA framework is so established in Singapore maths teaching that the Ministry of Education will not approve any teaching materials that do not use the approach.

#### **Concrete step of CPA**

Concrete is the “doing” stage. During this stage, pupils use concrete objects to model problems. Unlike traditional maths teaching methods where teachers demonstrate how to solve a problem, the CPA approach brings concepts to life by allowing children to experience and handle physical (concrete) objects. With the CPA framework, every abstract concept is first introduced using physical, interactive concrete materials

#### **Pictorial step of CPA**

Pictorial is the “seeing” stage. Here, visual representations of concrete objects are used to model problems. This stage encourages children to make a mental connection between the physical object they just handled and the abstract pictures, diagrams or models that represent the objects from the problem. Building or drawing a model makes it easier for children to grasp difficult abstract concepts (for example, fractions). Simply put, it helps pupils visualise abstract problems and make them more accessible.

#### **Abstract step of CPA**

Abstract is the “symbolic” stage, where children use abstract symbols to model problems. Pupils will not progress to this stage until they have demonstrated that they have a solid understanding of the concrete and pictorial stages of the problem. The abstract stage involves introducing abstract concepts (for example, mathematical symbols). Children are introduced to the concept at a symbolic level, using only numbers, notation, and mathematical symbols (for example, +, −, x, /) to indicate addition, multiplication or division. By systematically varying the apparatus and methods used to solve a problem, children can craft powerful mental connections between the concrete, pictorial, and abstract phases.

Concrete materials are frequently shelved by the time children reach KS2 — many teachers believe them to be too childish or distracting. Removing concrete materials exposes children to abstract concepts too early. As a result, they miss out on the opportunity to build a conceptual mathematical understanding that can propel them through their education.

The CPA model is a progression. By the end of KS1, children need to be able to go beyond the use of concrete equipment to access learning using pictorial representations or abstract understanding. What is important, is that all learners can see the connections between each representation.