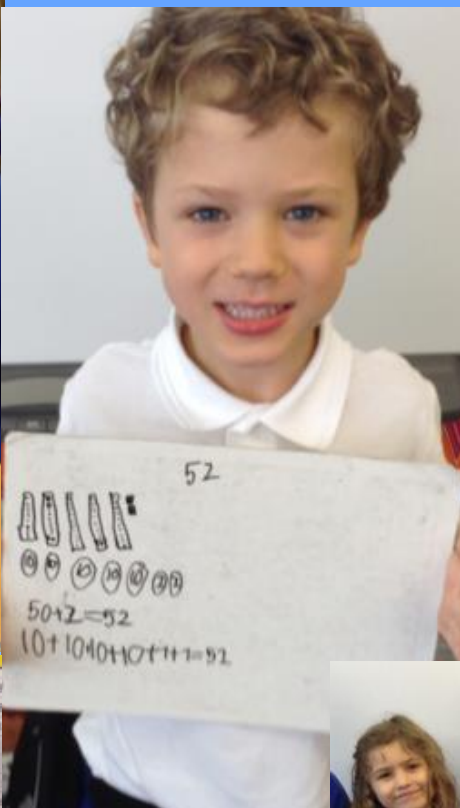


# Mastery Maths

## Newburgh Primary School



# National Curriculum

The national curriculum for mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex **problems** over time.
- **Reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

# Reception's Curriculum

In Reception there is a Statutory framework where we provide activities and experiences for children.

Mathematics involves providing children with opportunities to **develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems;** and to describe shapes, spaces and measure.

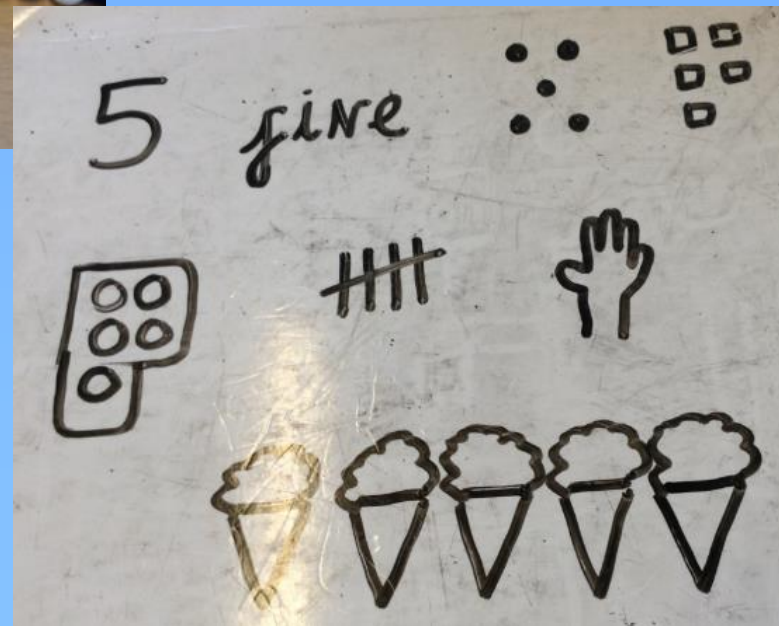
# What is mastery maths?

- Whole school target.
- Deepening understanding through pictorial, practical and concrete methods. Another way, another way and another way!
- Seeing and experiencing operations – learning from a mistake or a misconception.
- Having a go and finding what works for us!

# What is mastery maths?

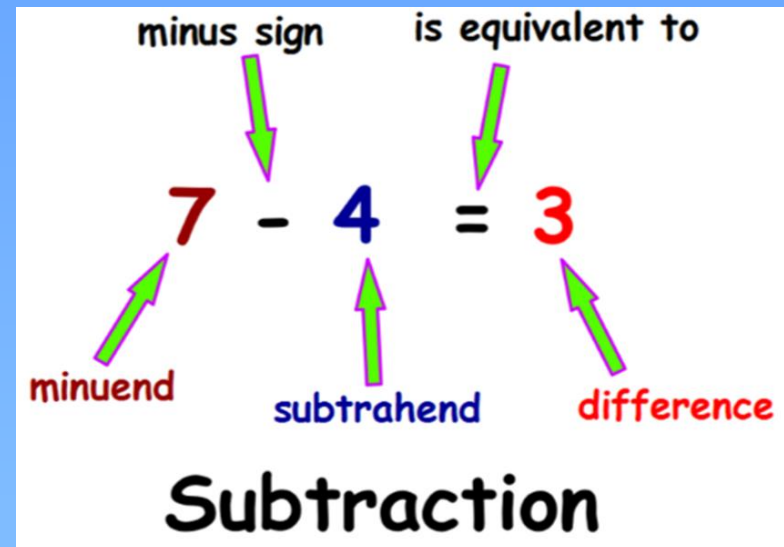
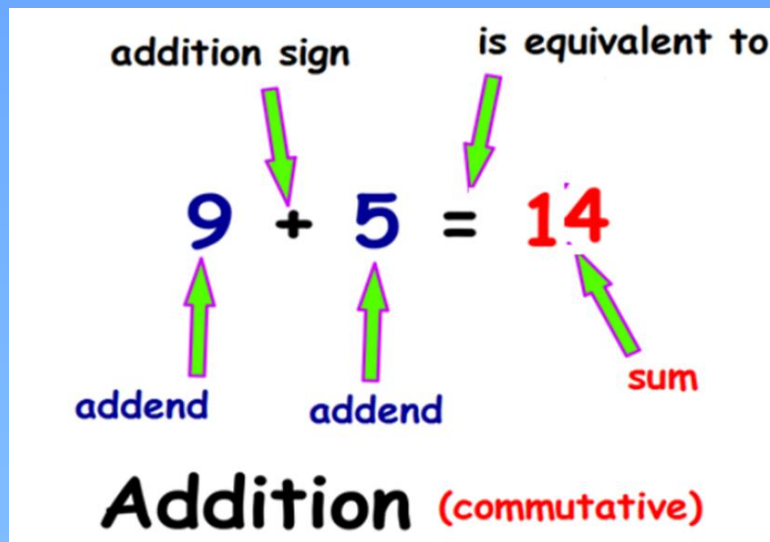
A mathematical concept or skill is said to have been 'mastered' when a pupil...

- can represent it in multiple ways.



# What is mastery maths?

A mathematical concept or skill is said to have been 'mastered' when a pupil...

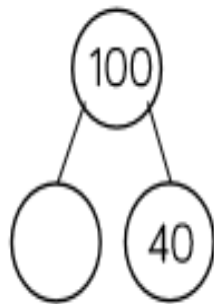
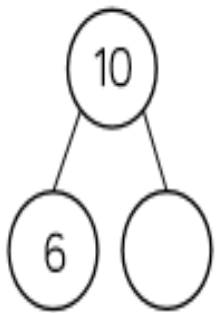


- has the mathematical language to communicate related ideas.

# What is mastery maths?

A mathematical concept or skill is said to have been 'mastered' when a pupil...

Complete the part whole models below:



Find the missing numbers in the related facts.

$$5 + 4 = 9$$

$$50 + 40 = \square$$

$$8 = 3 + 5$$

$$80 = 30 + \square$$

$$4 = 10 - 6$$

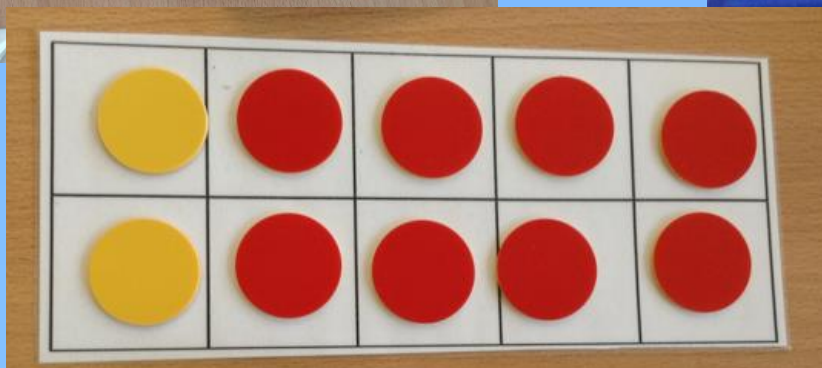
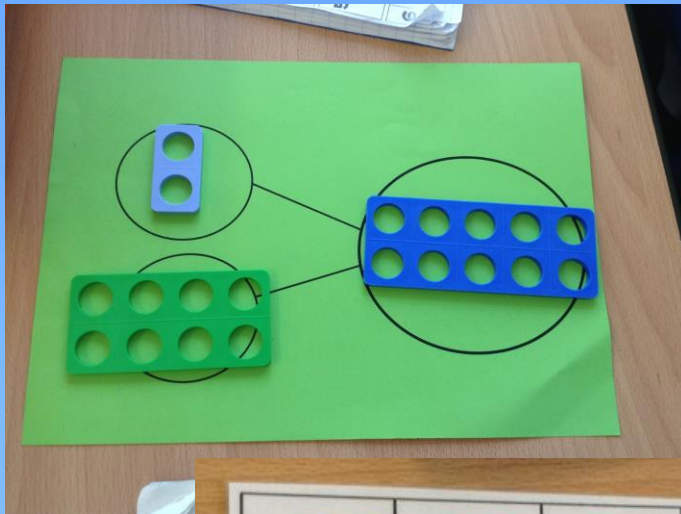
$$40 = \square - 60$$

- Can independently apply the concept to new problems in unfamiliar situations.



# A Maths Lesson

- Anchor Task – problem solving and reasoning.





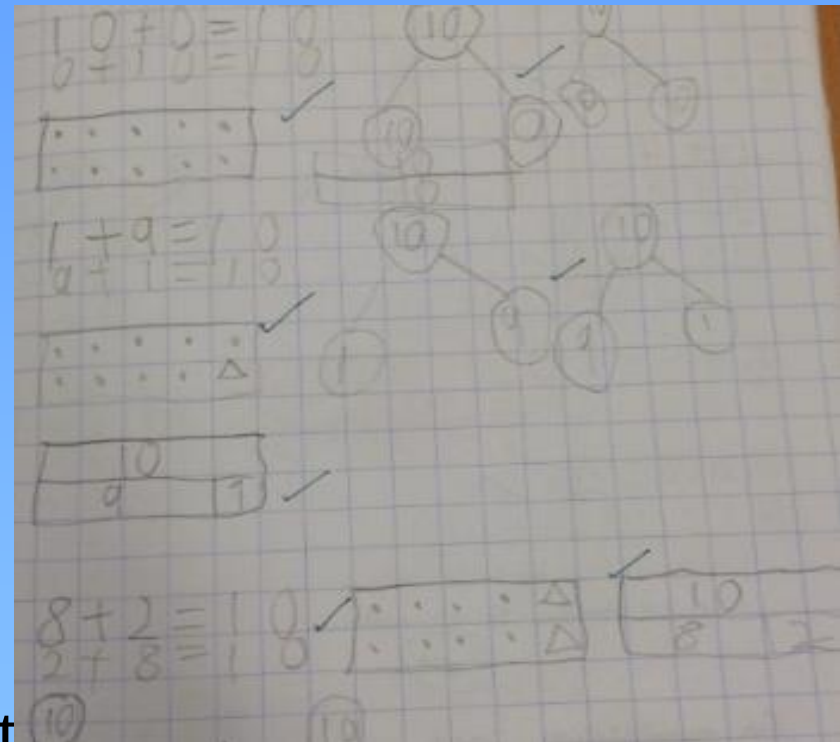
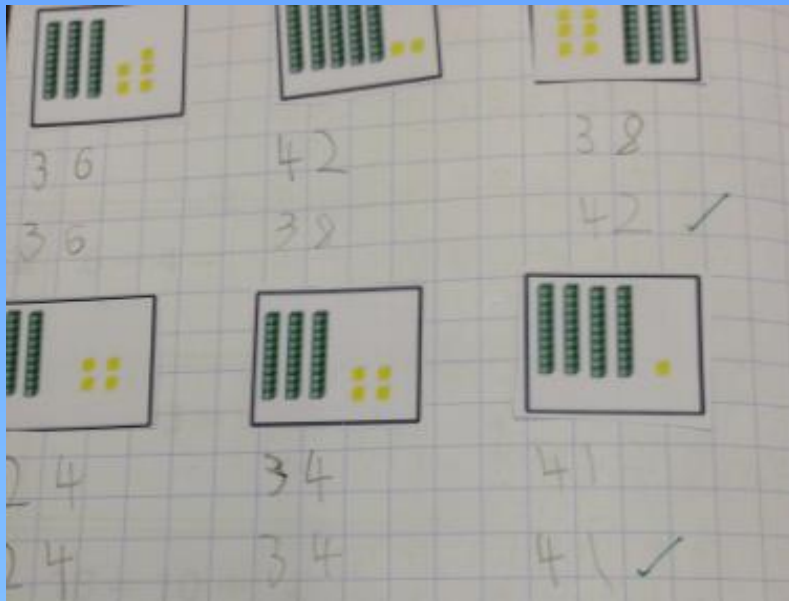
# A Maths Lesson

- Episodic Teaching – interaction between teacher and children.  
Structure ideas and recordings.



# A Maths Lesson

- Application – independent recordings in maths books.



- Catch Up Time – completed with the teacher if concepts have not been grasped.

# What impact will this have?

- Children will have a more secure understanding of mathematical concepts and will be able to demonstrate this in a variety of way.
- Children are less likely to forget their prior learning.
- Children should become more resilient.
- Children's communication skills should improve.
- Children will be better equipped in test situations.

# Hit the Button

<https://www.topmarks.co.uk/maths-games/hit-the-button>



# How we teach

We will now show you this through

- Place value – 1 Miss Nicol
- Addition – 2 Miss Masani
- Subtraction - 3 Mrs Turner
- Multiplication – 4 Mrs Connell
- Division – 5 Miss Maisey
- Shape – 6 Miss Bones

Please go to the table number you were given on arrival.