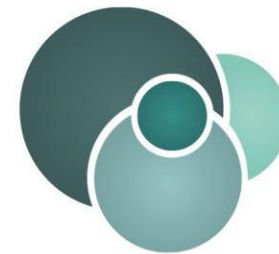


# An Introduction to the Teaching of Maths Mastery



**EDWARD THE ELDER**  
Primary School



**NCETM**

NATIONAL CENTRE FOR EXCELLENCE  
IN THE TEACHING OF MATHEMATICS

# Who?

- The pupils who are currently in **Year One** and **Year Three** are approaching an exciting new way of teaching and learning in Mathematics – this is called '**Maths Mastery**'. **Year Two** and **Year Four** are now also on this journey with us!
- The class teachers in these year groups are working closely with '**The Maths Hub**' at Fallings Park Primary School in order to implement this new way of teaching Maths.
- Our lead teachers for this year are: **Mrs Evans** and **Miss Squire**, along with the support of **Mrs Highman**.

# How?

- The Year Two and Year Four staff involved will be supported by our Lead Teachers through training, meetings and planning sessions regularly in order to be able to access the materials provided by the National Centre for Excellence in the Teaching of Mathematics.
- This will also include regular planning sessions with the same year groups across our Trust.
- This process will continue until all pupils and staff are trained to teach and learn through using this approach.

# Why?

Ofsted: Progression and commitment to the long-term memory is essential!

- The Mastery approach does not 'cap' learning for any pupils. All pupils are given the same opportunities to access the same learning and make progress – there are no specific ability groups – only challenge and support where necessary in each lesson.
- It is an ambitious curriculum which maximises the mathematics that pupils learn by not 'moving on' until pupils have committed their knowledge and understanding to their long term memory.



## Go slow to go fast!

# Why?

Ofsted: The importance of fluency and progress in younger pupils is crucial!

- Younger pupils' inability to subitise or easily recall addition facts hampers their progress. They struggle to complete tasks with the speed and accuracy of their peers and this gap in learning/cycle only increases throughout each year group.

The inability to subitise hampers learning.

# Why?

Ofsted: The importance of repetition and variation improves skills.

Asian mathematics education considers repetition as an important route to understanding. Results of analysis reveal that students exposed to repetition have significantly higher achievement, understanding and improved recall of skills and knowledge.

Repetition is an important route to understanding.

# Why?

Ofsted: Improved problem-solving skills are extremely important.

- Pupils learn a new mathematical concept and have many opportunities to use this to solve problems. This takes place throughout every aspect of their learning.

Continuous opportunities for problem solving develops skills on a daily basis.

What can you  
ask me about  
my Maths  
learning at  
school?



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 **MATHSHUBS**

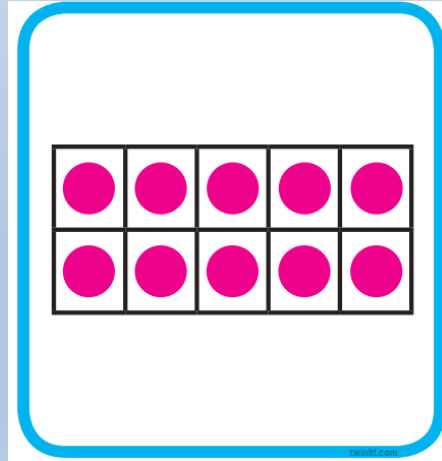
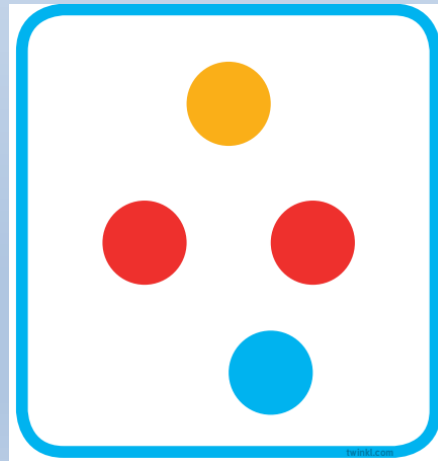
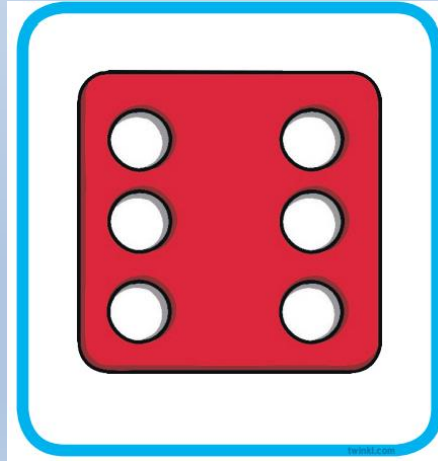
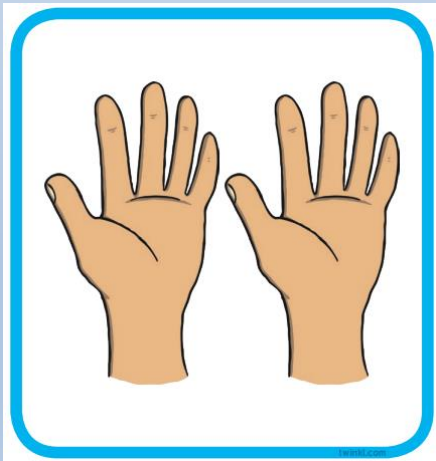


# What is a 'Shoulder Partner?'

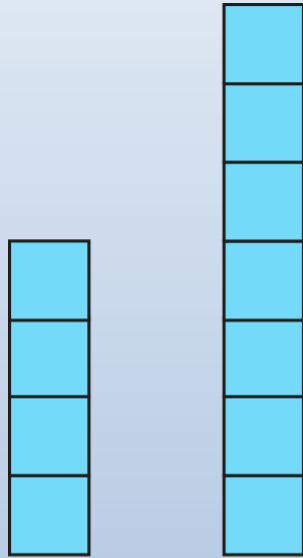


# What is 'subitising'?

Don't count... See the amount!



# What is a 'Stem Sentence?'

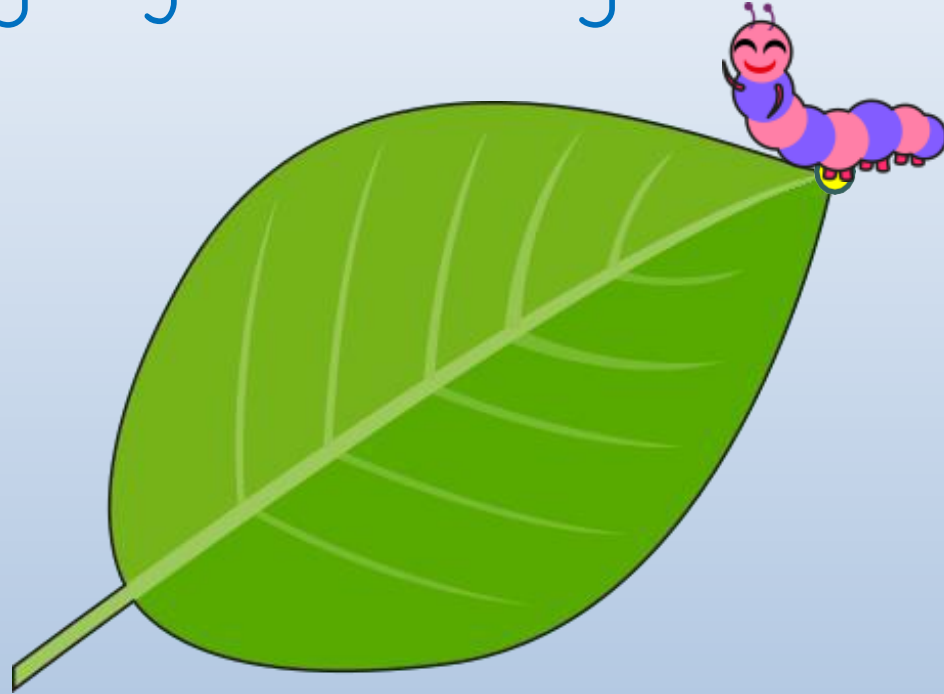


$$4 < 7$$

'4 is less than 7.'

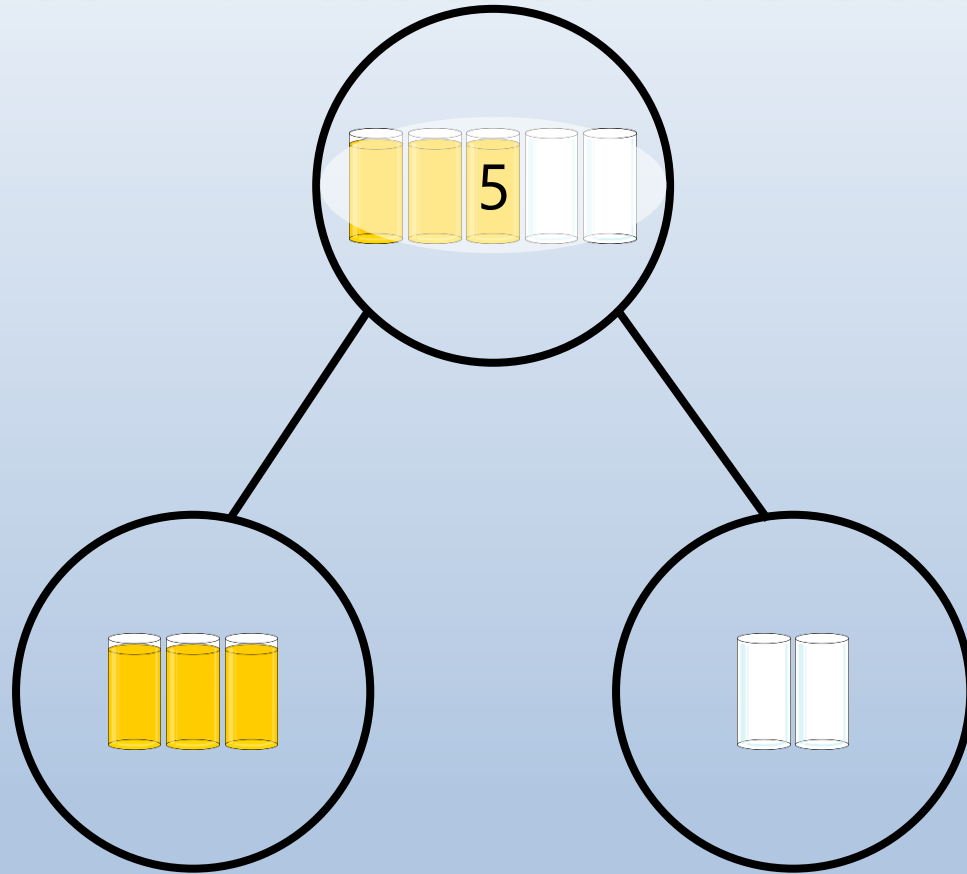
'7 is greater than 4.'

'The perimeter is the distance around the edge of something.'



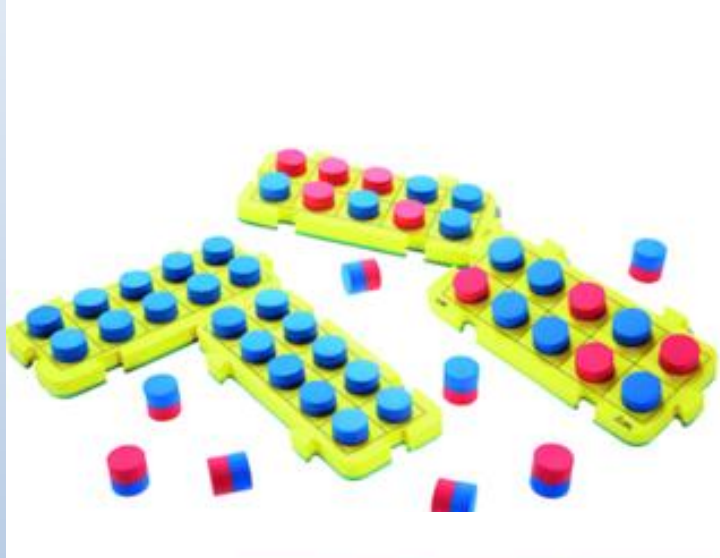
# What is 'Maths vocabulary?'

Vocab:  
whole/part  
group  
subitise  
partition  
part-part-whole



Five is the whole.  
Three and two are the parts.

# What are 'manipulatives?'



# What will our learning look like?

Our Maths Books may look a little different!

- Lots of our learning is practical and may not be recorded with worksheets in our books.
- You may see photographs, post it notes, speech bubbles and even QR codes.
- Year One will be recording lots of their learning in a class Floorbook.



Any  
questions?

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