

Mastering Number at Christ Church C of E Primary School



At CCPS we are actively participating in the NCETM Mastering Number Work Group. The teacher leaders for each year group feed back to their partner teacher and TP's.

Reception teacher leader: Jen Readman

Year 1 teacher leader: Florence Parker

Year 2 teacher leader: Jill Proctor

Over time, through our Mastering Number sessions, our pupils will:

- Develop fluency in calculation and a flexibility with number that exemplifies good number sense.
- Ensure that our pupils learn Maths facts to automaticity
- Be able to clearly communicate their mathematical ideas.
- Make good progress towards the Early Learning Goals and Year Group Expectations
- Demonstrate a willingness to 'have a go'

FEATURES OF OUR MASTERING NUMBER SESSIONS

Our Mastering Number sessions

- are inclusive with all children securing the same learning point in an interactive and engaging manner.
- enable all children to develop number sense and secure core knowledge. This is similar to supporting pupils with phonics knowledge!
- are about accessible learning which enables all children to have a firm understanding.

For all of our pupils to develop depth in understanding we want all of our children to:

- become mathematically observant
- look for relationships
- explain their thinking

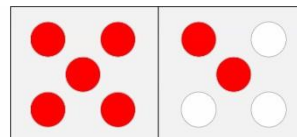
What you will see in some of our Mastering Number sessions

- Activities which are accessible and enable all children to become more confident and competent.
- Children being supported to acquire key facts and skills they can use more efficiently and transfer to their Maths lessons.
- The use of language structures (stem sentences) to express mathematical ideas.



Don't count.

Say the amount.



7 is made of 5 and 2



Principles underpinning Mastering Number at our school:

- Developing fluency makes more pupils better able to access the maths in the main lesson. We do this by making connections between Mastering Number sessions and Maths lessons (in KS1) and Mastering Number sessions and provision in EYFS.
- Developing our children's mindset to look for mathematical relationships will aid development and support connections. We do this by drawing pupils' attention to the relationships so that they can connect with prior learning.
- Building confidence will enable more pupils to make progress. We do this by focussing on enabling all pupils to really understand a small step in learning, this is reiterated in main maths lessons which use the White Rose small steps as a basis.

Our Mastering Number sessions include:

- A daily session of 10 to 15 minutes 4 times a week, in addition to their daily maths lesson to pupils in Y1 and Y2
- Daily maths carpet sessions 4 times a week and provision set up in EYFS.
- We scaffold understanding by using different manipulatives to expose the same structures. This enables pupils to develop a more secure understanding of core mathematical structures and transfer these skills to their main maths sessions (conceptual variation). When our pupils transfer their learning in a well thought out different context they become confident and make connections in learning.
- Linking the action and the thought – manipulatives secure understanding but are then visualised.