

Maths Mastery Curriculum @ Glasshouses 11.2.20

**MOVE JUST ONE STICK
TO FIX THE EQUATION**



What does it mean to 'master' something?

You know how to do it.

It becomes automatic.

You get really good at it.

You can teach someone else how to do it.

Mastery in Mathematics

Mastering maths means acquiring **a deep, long-term, secure and adaptable understanding of the subject**. At any one point in a pupil's journey through school, achieving mastery is taken to mean **acquiring a solid enough understanding** of the maths that's been taught to enable him/her **move on to more advanced material**.

- NCETM

Why 'mastery'?

Mathematics programmes of study state that:

- All pupils should become fluent in the fundamentals of mathematics.
- The majority of pupils will move through the programmes of study at broadly the same pace.
- Pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content.

Guided practise table

Some children will need a little additional support along the way.

We all start the journey **together**.

Some children who feel confident, will be let loose. They'll be able to explore deeper into the woods, before returning to the group to continue on with the journey.



We're going on a
Maths Hunt

Children will not be racing off ahead on a different journey.

Children will not be left behind alone or isolated.

Context

Huge Discount!
All clothes now
50% off the full price.



Was £8
Now £4



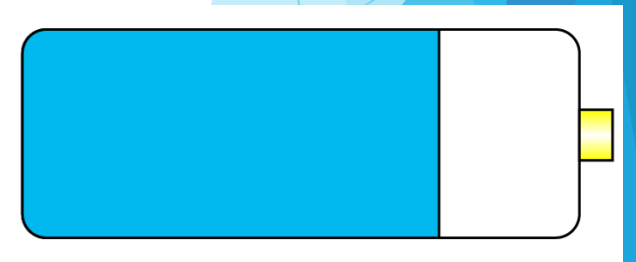
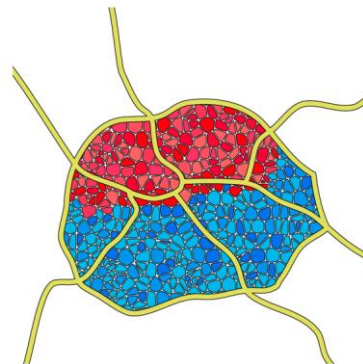
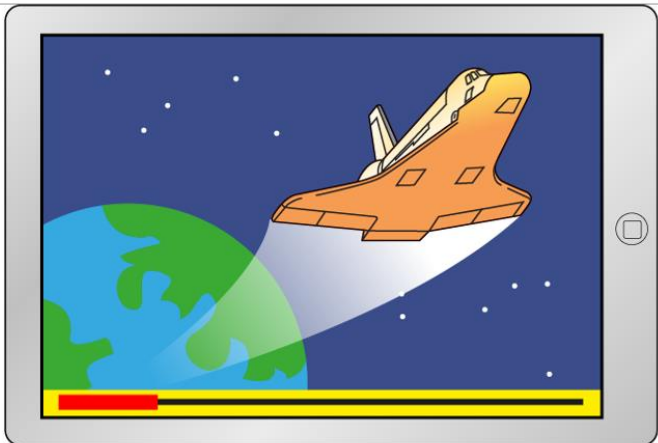
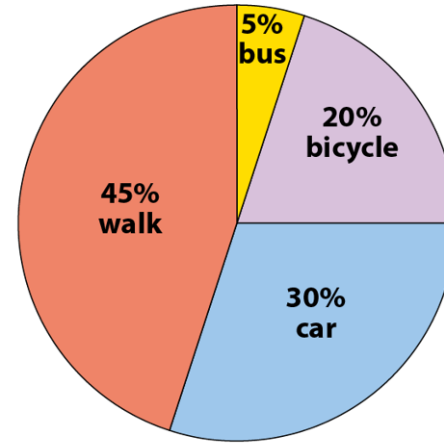
Was £15
Now £7.50



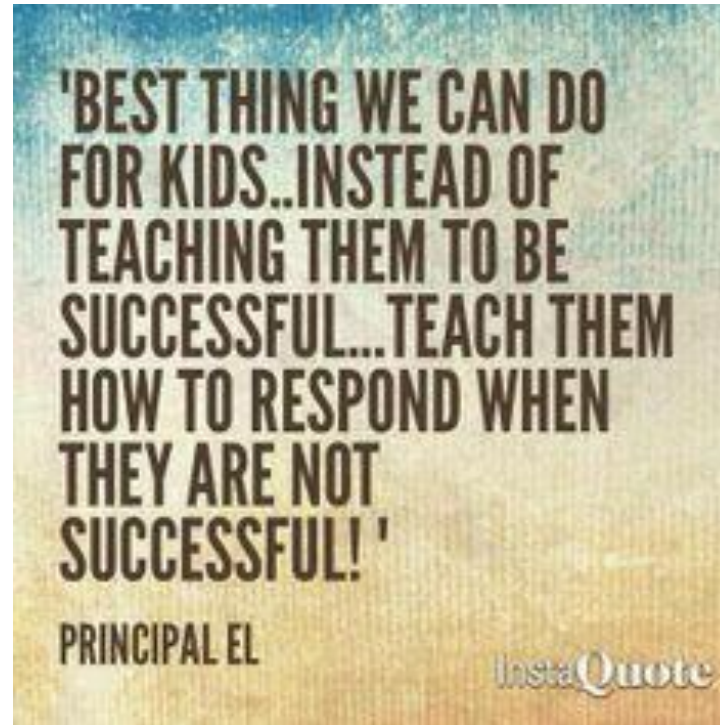
Was £6
Now £3



Year 6 transport to school



Everyone can achieve - positive mindset for Maths!



Variation - Show me 1 thing 5 ways not 5 things 1 way.



Variety versus Variation

Variety

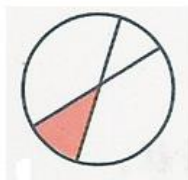


Variation

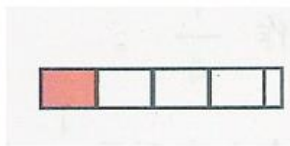


Commutative Property $5 \times 3 = 15$	Repeated Addition $3 + 3 + 3 + 3 + 3 = 15$
Groups of:	An Array
	
3 groups of 5	

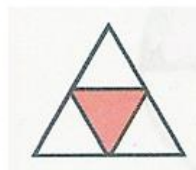
Variation



$$\frac{1}{4}$$



$$\frac{1}{5}$$



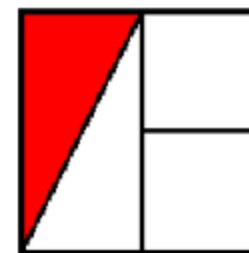
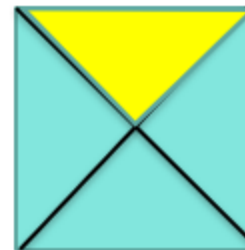
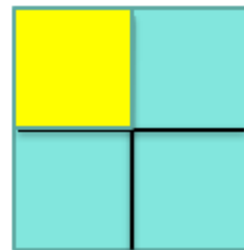
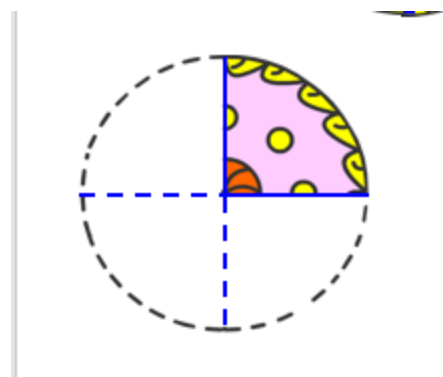
$$\frac{1}{3}$$



$$\frac{1}{4}$$



$$\frac{1}{4}$$



Name: K-2 Example Date: _____

Word Map	<p>Definition</p> <p>A closed, flat shape with 3 straight sides and 3 angles.</p>	<p>Word</p> <p>Triangle</p>	<p>In My Own Words</p> <p>A shape with 3 sides</p>	Word Map
	<p>Example</p>	<p>Example</p>	<p>Non-Example</p> <p>Circle</p>	

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What does a typical Maths Lesson look like?

4 STEPS

1. Review/recap - a hook into learning.
2. Exercise/task/question to reveal the learning.
3. Teach for misconceptions, including variation.
4. Work on a non-standard/challenge example to review and summarise.

These steps are applied in the 30 minute lesson
Which is then followed by independent practice (also 30 minutes)

What can you do to help?

BE POSITIVE ABOUT MATHS!

Talk about maths. Maths Vocabulary can be very difficult!

<https://www.youtube.com/watch?v=0QVPUIRGthI>

Multiplication Facts

Ask children to teach you - this develop their reasoning allowing them to deepen their knowledge.

Story - Telling

Spotting numbers in the real world: shopping, sharing sweets, working out pocket money.

Resources

- ▶ [Hit the Button](#)
- ▶ [Ks2 Prodigy Maths](#)
- ▶ [Parent Calculation Guide](#)
- ▶ [Multiplication Strategies](#)

Questions?