

## The Role of Parents

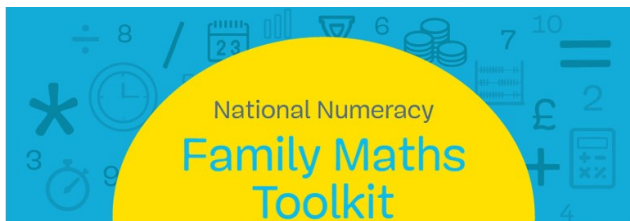
Parents have a key role in helping children to understand that Mathematics can be:

- ☺ fun
- ☺ useful
- ☺ sociable
- ☺ Challenging
- ☺ relevant
- ☺ and make sense!

Frequent and varied practice of key skills in number can best be provided by games, particularly those involving dice and cards, as well as involving children in everyday activities that make sure of Maths.

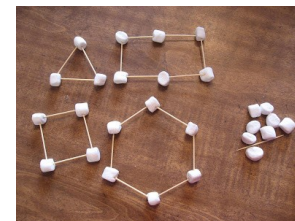
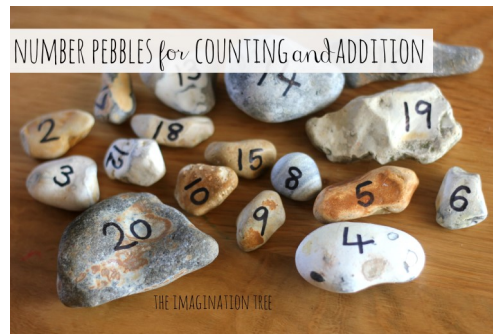
For further information about how to help your child with Mathematics, visit the following web-site:

<http://www.familymathstoolkit.org.uk/>

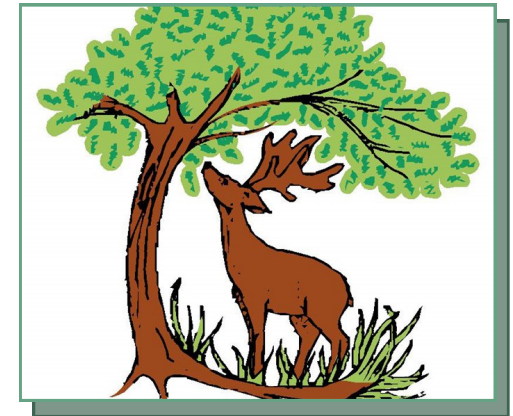


## Resources

Here are some examples of the everyday things you might find in your home or outside, that you can use to support your child's Maths at home.



## Mathematics Mastery



Information leaflet  
for parents of  
children in Reception  
and Key Stage 1

# The Curriculum

Our Mathematics Mastery Curriculum aims to ensure that every child can achieve excellence in Mathematics. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This ensures pupils fully understand what they are learning.



## Key Features of our Maths Mastery Curriculum

- ☺ High expectations for every child
- ☺ Fewer topics, greater depth
- ☺ Number sense and place value come first
- ☺ Objects and pictures before numbers and letters
- ☺ Problem solving is central
- ☺ Calculate with confidence - understand why it works

Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in Mathematics. It embeds a deeper understanding of Maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.

## Starting Point

Years 1 and 2 have been following our Mathematics Mastery Curriculum since September. Reception have been following a Mastery philosophy, and from next academic year, will follow a similar long term plan.

September 2016 – July 2017 Maths Mastery Long Term Planning (Year 2)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn Term	1st Half	wb: 05.09.16	wb: 12.09.16	wb: 19.09.16	wb: 26.09.16	wb: 03.10.16	wb: 10.10.16	wb: 17.10.16
	2nd Half	wb: 31.10.16	wb: 07.11.16	wb: 14.11.16	wb: 21.11.16	wb: 28.11.16	wb: 05.12.16	wb: 12.12.16
Spring Term	1st Half	wb: 02.01.17	wb: 09.01.17	wb: 16.01.17	wb: 23.01.17	wb: 30.01.17	wb: 06.02.17	
	2nd Half	wb: 20.02.17	wb: 27.02.17	wb: 06.03.17	wb: 13.03.17	wb: 20.03.17	wb: 27.03.17	
Summer Term	1st Half	wb: 17.04.17	wb: 24.04.17	wb: 01.05.17 (Easter)	wb: 08.05.17	wb: 15.05.17	wb: 22.05.17	
	2nd Half	wb: 05.06.17	wb: 12.06.17	wb: 19.06.17	wb: 26.06.17	wb: 03.07.17	wb: 10.07.17	wb: 17.07.17

# Tracking Pupil Progress

In Mathematics Mastery assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are, or are not understanding and use that to scaffold each segment of the lesson and subsequent lessons. When required interventions occur before the next lesson in order to prevent an attainment gap.

September 2016 – July 2017 Maths Mastery Long Term Planning (Year 1)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn Term	1st Half	wb: 05.09.16	wb: 12.09.16	wb: 19.09.16	wb: 26.09.16	wb: 03.10.16	wb: 10.10.16	wb: 17.10.16
	2nd Half	wb: 31.10.16	wb: 07.11.16	wb: 14.11.16	wb: 21.11.16	wb: 28.11.16	wb: 05.12.16	wb: 12.12.16
Spring Term	1st Half	wb: 02.01.17	wb: 09.01.17	wb: 16.01.17	wb: 23.01.17	wb: 30.01.17	wb: 06.02.17	
	2nd Half	wb: 20.02.17	wb: 27.02.17	wb: 06.03.17	wb: 13.03.17	wb: 20.03.17	wb: 27.03.17	
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	2nd Half	wb: 05.06.17	wb: 12.06.17	wb: 19.06.17	wb: 26.06.17	wb: 03.07.17	wb: 10.07.17	wb: 17.07.17