The Role of Parents

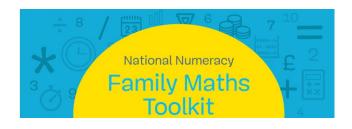
Parents have a key role in helping children to understand that Mathematics can be:

- © 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 website:

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.

| | Week 8 | | | | | | | | | | | | |
|--|--------|--------------------------------|---|---------------|---|--------------|---------------------------------|--------------|----------------|--------------------------|--|--------------|--|
| | Week 7 | 91.01.71 :dw | Time | wb: 12.12.16 | Shape and Pattern | | Money Measuring Length | | Freedons | wb: 22.05.17 | Exploring Calculation Strategies | 71.70.71 :dw | faces, Stape and Patterns; Lines and Turns Graphs Onephs Numbers Wilshin, 1000 |
| ing (Year 2) | Week 6 | wb: 10.10.16 | igit Numbers | wb: 05.12.16 | | wb: 06.02.17 | | wb: 27.03.17 | | wb: 15.05.17 | | 71.70.01 :dw | |
| ng Term Plann | Week 5 | 91:01:E0 :qm | Addition and Subtraction With 2-digit Numbers | wb: 28.11.16 | Multiplication Tables of 2, 5 and 10 | wb: 30.01.17 | | 71.E0.02 :4w | | 21°50'80 '9* | Fractions | 21'20'E0 '9m | |
| ths Mastery Lo | y yeeW | 91.P0.85:dw | Addition and | wb: 21.11.16 | Multiplication Tat | 71.10.EZ :dw | | 71.E0.E1 :dw | | 21°50'80 :9* | Multiplication and Division | 71.00.02 :dw | |
| September 2016 – July 2017 Maths Mastery Long Term Planning (Year 2) | Week 3 | wb: 19.09.15 | | wb: 14.11.16 | Multiplication and Division | wb: 16.01.17 | Mo | wb: 06.03.17 | | wb: 01.05.17 (4 days) | Multiplication | wb: 19.06.17 | |
| tember 2016 – | Week 2 | wb: 12.09.16 | Numbers Within 100 | wb: 07.11.16 | Addition and Subtraction Word Problems | wb: 09.01.17 | Exploring Cakulation Strategies | wb: 27.02.17 | | wb: 24.04.17 | Measuring Capacity and Volume and Temperature | wb: 12.06.17 | |
| Sep | Week 1 | 91:00:50 :4w | | 91.101.15 :dw | Addition and Su Prob | 71.10.20 :dw | | 71.20.02.4w | Measuring Mass | 71.40.51 :dw | Measuring Capacit Tempe | 71.80.20 :dw | |
| | | maaT nmuzunA. YoHart YoHavS | | | | नवार | Մարդ ըսրեն Մարդ ու հեր | | | Summer Term Sad Half | | | Suq |

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 8 | | | | | | | | | | | | | |
|--|--------|--------------|------------------------------------|--|------------------------------------|---|--------------------------|----------------------------------|---------------------------|--------------------------|-----------------------------------|------------------|--|--|
| | Week 7 | wb: 17.10.16 | Time | wb: 12.12.16 | Money | | | | | wb: 22.05.17 | Shapes and Patterns | wb: 17.07.17 | тше | |
| | Week 6 | wb: 10.10.16 | thin 10 | wb: 05.12.16 | Mo | wb: 06.02.17 | Numbers to 40 | wb: 27.03.17 | т | wb: 15.05.17 | Graphs | wb: 10.07.17 | Length, Weight and Volume | |
| | Week 5 | wb: 03.10.16 | Addition and Subtraction Within 10 | wb: 28.11.16 | Addition and Subtraction Within 20 | wb: 30.01.17 | Number | wb: 20.03.17 | Length, Weight and Volume | wb: 08.05.17 | Gra | wb: 03.07.17 | len | |
| | Week 4 | wb: 26.09.16 | Number to 10 Addition | wb: 21.11.16 | Addition and Subt | wb: 23.01.17 | Time | wb: 13.03.17 | | wb: 08.05.17 | Adding and Subtracting Within 100 | wb: 26.06.17 | Multiplication, Division and Fractions | |
| | Week 3 | wb: 19.09.15 | | wb: 14.11.16 | Numbers to 20 | wb: 16.01.17 | Te | wb: 06.03.17 | | wb: 01.05.17 (4 days) | | wb: 19.06.17 | | |
| | Week 2 | %b: 12.09.16 | | .10.16 wb: 07.11.16 Shapes and Patterns | 71.10.P0 :dw | Exploring Calculation Strategies Within 20 | wb: 27.02.17 | Adding and Subtracting Within 40 | 41°50°52 :qm | Numbers to 100 | 71.06.17 dw | Money | | |
| | Week 1 | 91.P0.20 :dw | | wb: 31.10.16 | Shapes an | wb: 02.01.17 | Exploring Calcu With | wb: 20.02.17 | Adding | 21'50'21 '9m | ледшпу | 21'90'50 '9m | Ā | |
| | HoH n | | | murturA NoH | Suq | 되아 | Spring Term Half Half | | Sug | յու Hott | | ammu2 S⊶ Half | | |
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