

Mastering Number at Greatstone Primary School



We are actively participating in the NCETM Mastering Number. Mastering Number sessions are taught daily for 10-15 minutes in Reception, Year 1, Year 2 and Year 4. Some KS2 children may participate as a leader in KS1 MN sessions.

Over time through our Mastering Number sessions our pupils will:

- Develop fluency in calculation and a flexibility with number that exemplifies good number sense and understanding of multiplicative connections.
- 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:

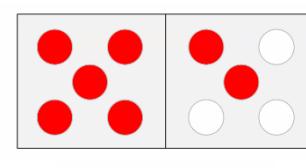
- become mathematically observant
- look for relationships
- explain their thinking

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.
- They are being supported to acquire key facts and skills to increase efficiency.
- Quick finishers will work on related facts rather than challenge. This does not mean that our children are not challenged! They are focussed on the key learning.



Don't count.
Say the amount.



$$4 \times 10 = 40$$

halved

$$4 \times 5 = \boxed{\quad}$$

halved

Principles underpinning Mastering Number at our school:

- Developing fluency makes more pupils better able to access the maths in the main lesson; easier to learn for more pupils.
We do this by making connections between Mastering Number sessions and main lessons, ie. Using the same stem sentences.
- 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.

Our Mastering Number sessions at EYFS and KS1 include:

- A daily session of 10 - 15 minutes in addition to their daily maths lesson (at a different time of day) 4 times a week.
- We draw pupils' attention to the right part – important in terms of structure.
- We scaffold understanding by using different manipulatives and pictorial representations to expose the same structures.
- Conceptual variation - transfer the same mathematics
- Linking the action and the thought – manipulatives secure understanding but are then visualised.

Our Mastering Number sessions at KS2 include:

- A daily session of 10 to 15 minutes in addition to their daily maths lesson 5 times a week in Y4
- We scaffold understanding by using pictorial representations to expose the structures.
- We use gestures to secure our knowledge: factor, factor product.
- Conceptual variation – transfer the same mathematics.
- We 'Go for Gold' to obtain fluency in knowledge of multiplication facts and secure our understanding of multiplicative relationships.