



At Temple Mill we are actively participating in the NCETM Mastering Number Work Group.

Reception teacher leader: Megan Convey

Year 1 teacher leader: Jenny Innes

Year 2 teacher leader: Natalie Wood

Maths subject leader: Kirsten Collis

Over time through our Mastering Number sessions our pupils will:

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

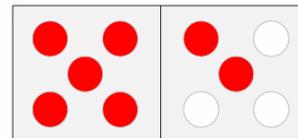
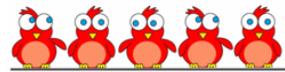
- become mathematically observant
- look for relationships
- explain their thinking

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 they can use more efficiently which they will use in their maths lessons.
- Quick finishers will work on related / connected 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.



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 easier to learn for more pupils. *We do this by making connections between Mastering Number sessions and main lessons.*
- 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 include:

- A daily session of 10 to 15 minutes in addition to their daily maths lesson 4 times a week to pupils in YR, Y1 and Y2
- We draw pupils' attention to the right part – important in terms of structure. *This enables us to draw attention and focus on the key learning step for the session.*
- 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. Seeing the same concept using a different manipulative often leads to pupils making their own connections thus deepening understanding.*
- Conceptual variation - transfer the same mathematics *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.