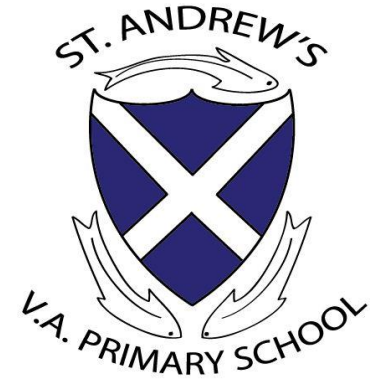


EYFS & KS1
Mathematics
Supporting your child

ST ANDREW'S



Teaching for Mastery

Mastering maths means pupils acquiring a **deep, long-term, secure and adaptable understanding** of the subject.

The phrase '**teaching for mastery**' describes the elements of classroom practice and school organisation that combine to give pupils the **best chances of mastering maths**.

Achieving mastery means acquiring a solid enough **understanding** of the maths that's been taught to enable pupils to move on to more **advanced material**.

Mastering Number

This project aims to **secure firm foundations in the development of good number sense** for all children from Reception through to Year 1 and Year 2.

The aim over time is that children will leave KS1 with **fluency in calculation and a confidence and flexibility with number.**



EYFS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks **to excel mathematically**.

Children should be able to **count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns** within those numbers.

It is important that children **develop positive attitudes and interests in mathematics**, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and **not be afraid to make mistakes**.

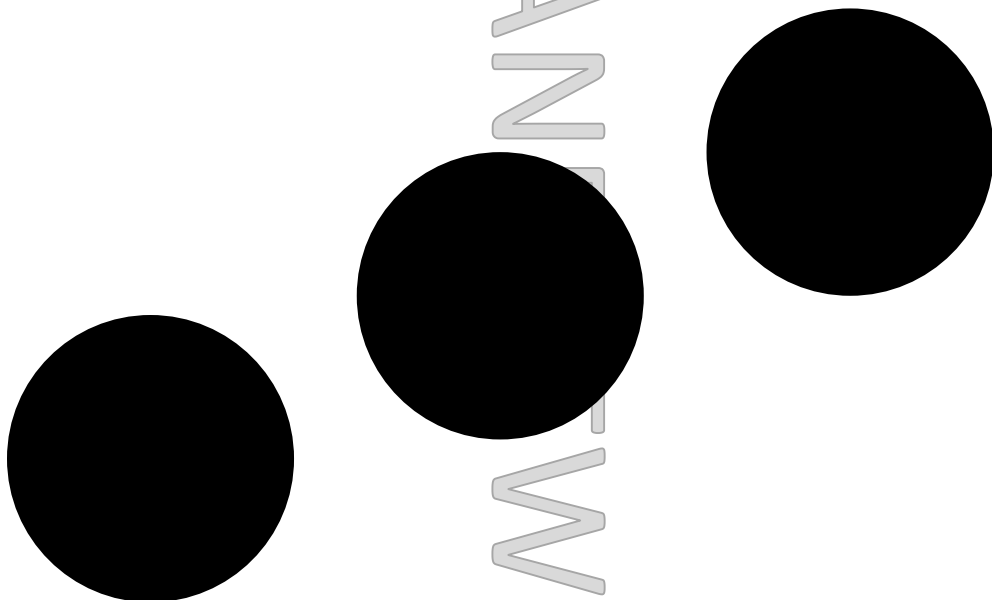
Subitising

The cardinal value of a number refers to the **quantity of things it represents**, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When children understand the cardinality of numbers, they **know what the numbers mean in terms of knowing how many things they refer to.**

Children enjoy learning the sequence of counting numbers long before they understand the cardinal values of the numbers. **Subitising is another way of recognising how many there are, without counting.**

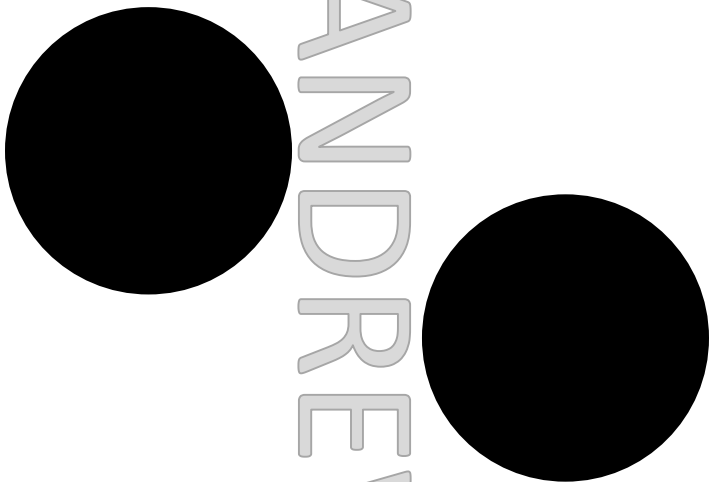
Subitising can also help children **learn addition and subtraction facts.**

STANFORDS

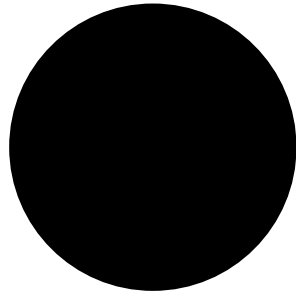
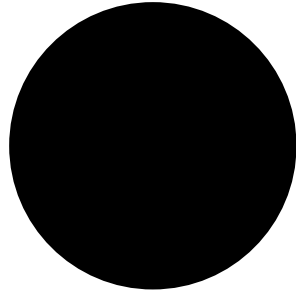
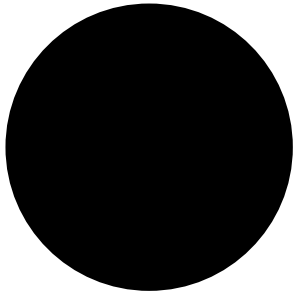
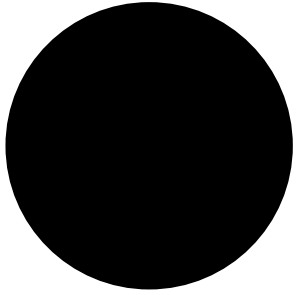


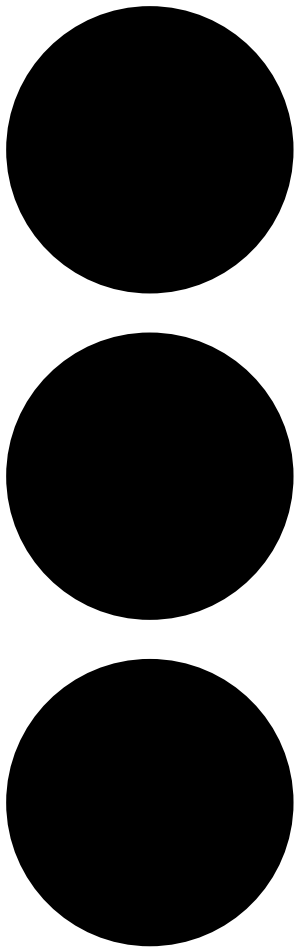
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ST ANDREWS

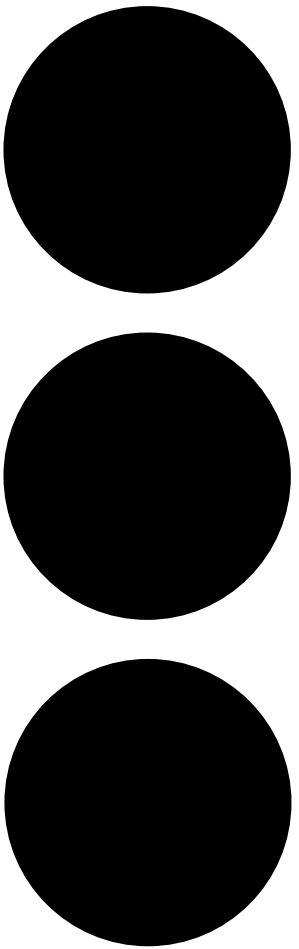


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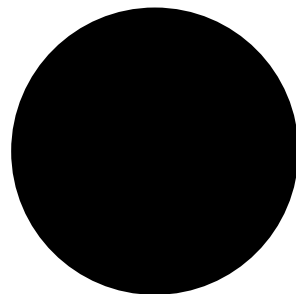
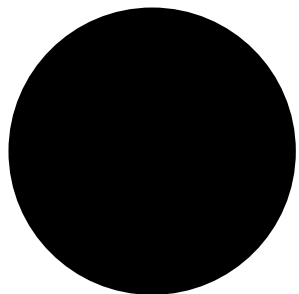
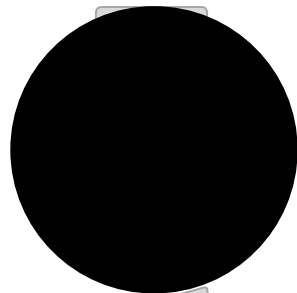
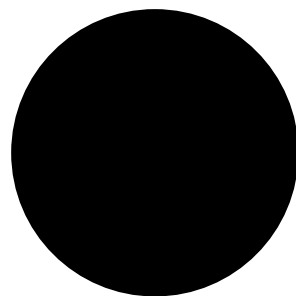
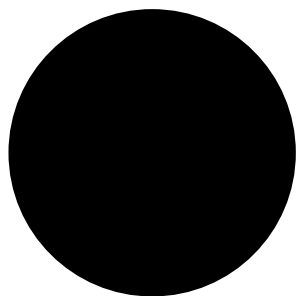


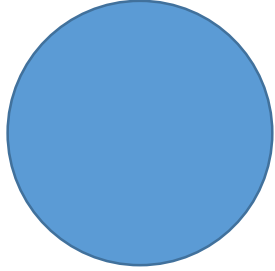


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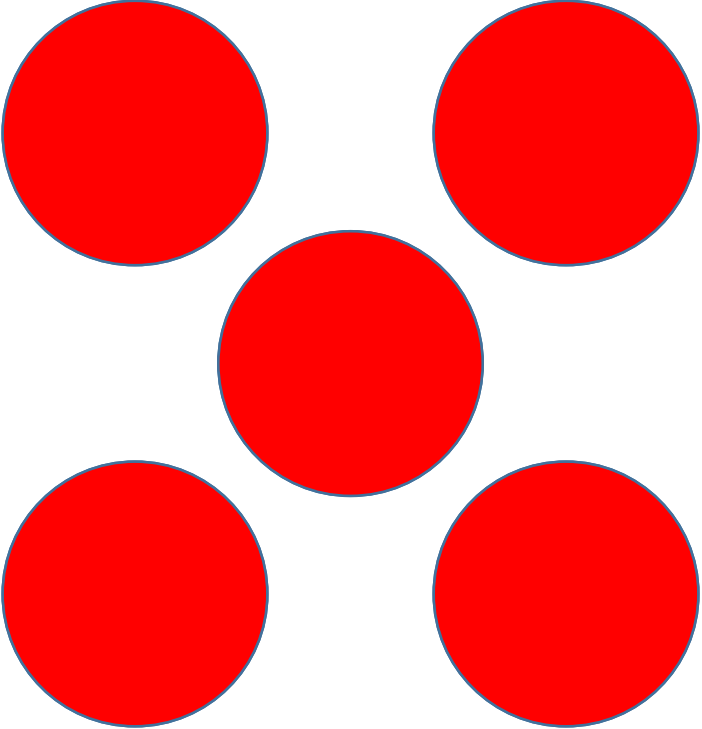


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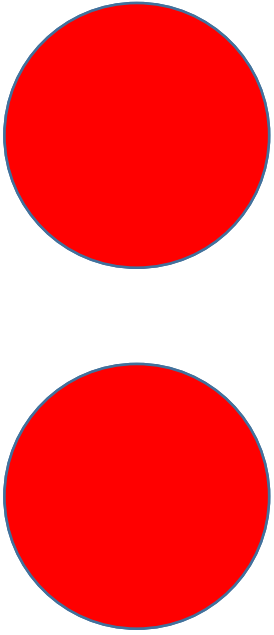
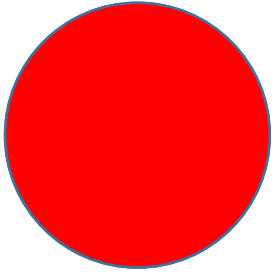




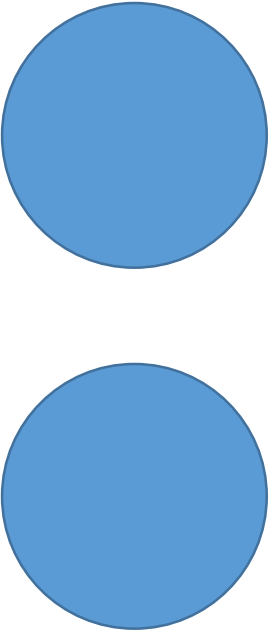
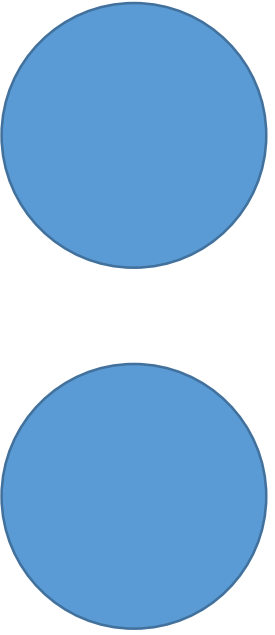
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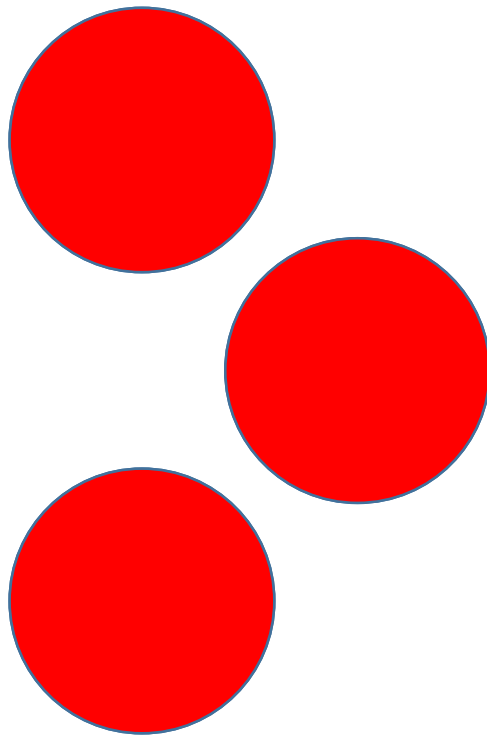
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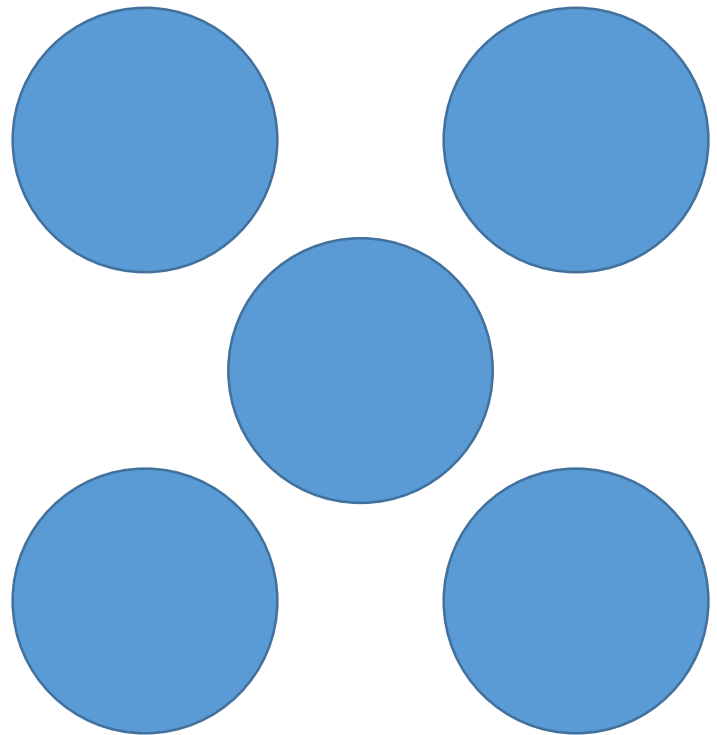
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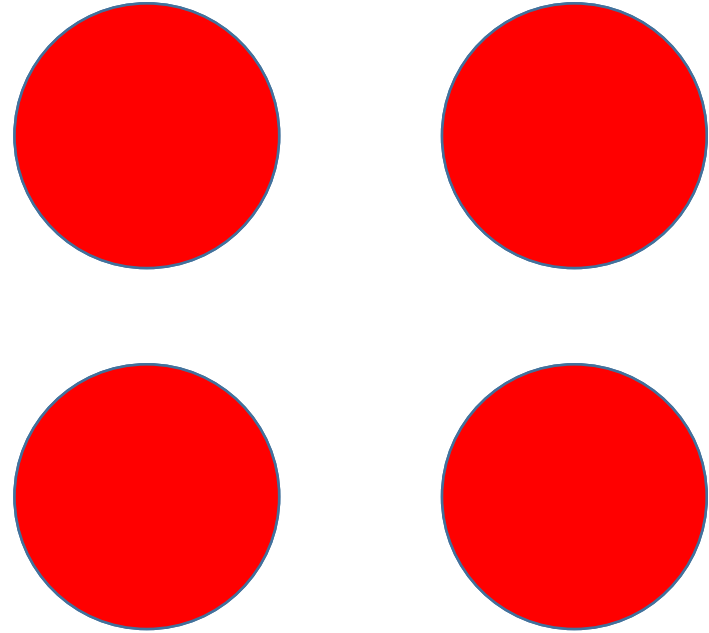
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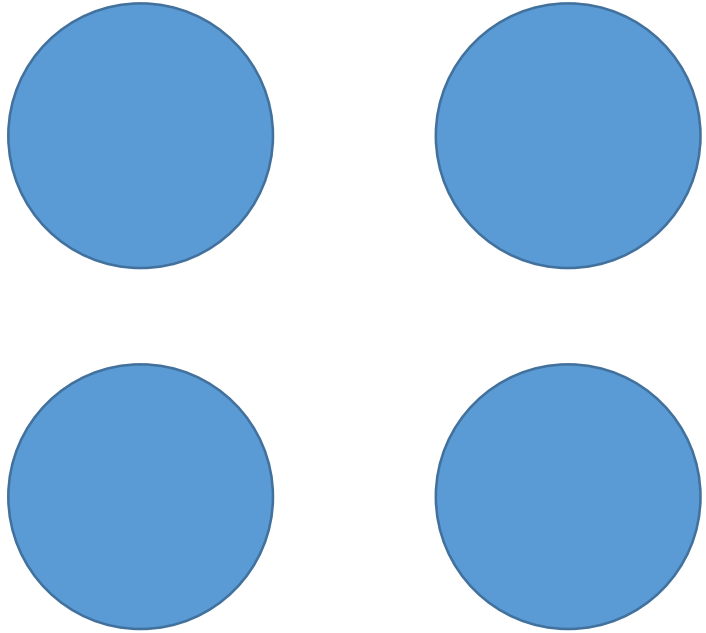
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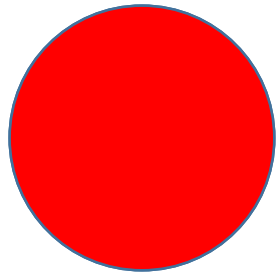
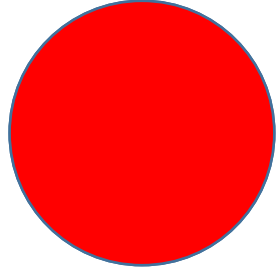
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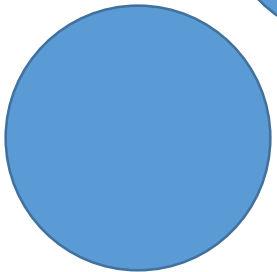
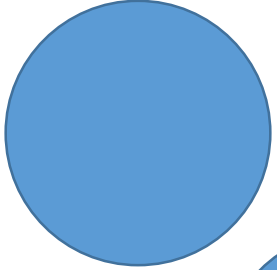
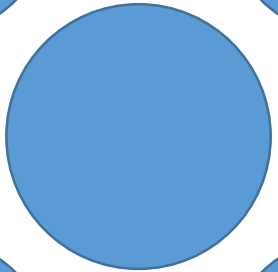
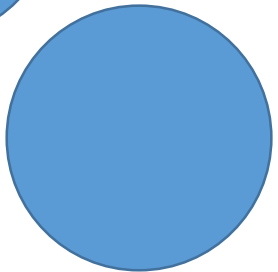
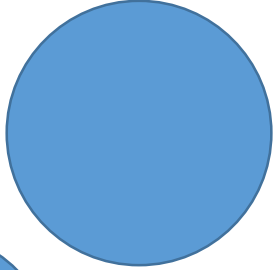
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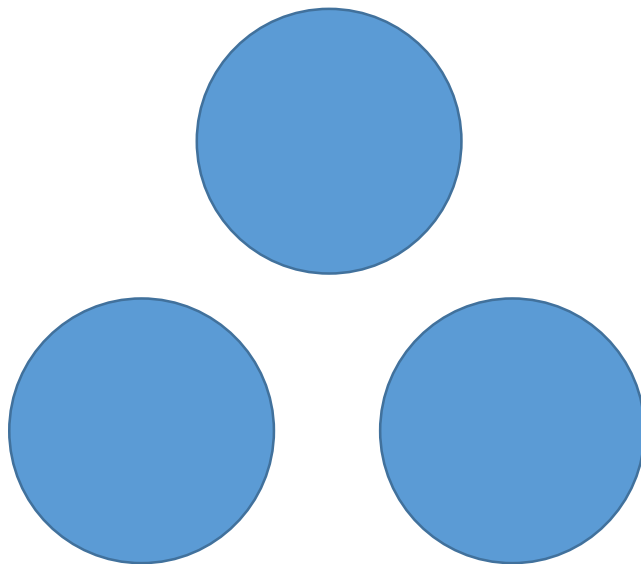
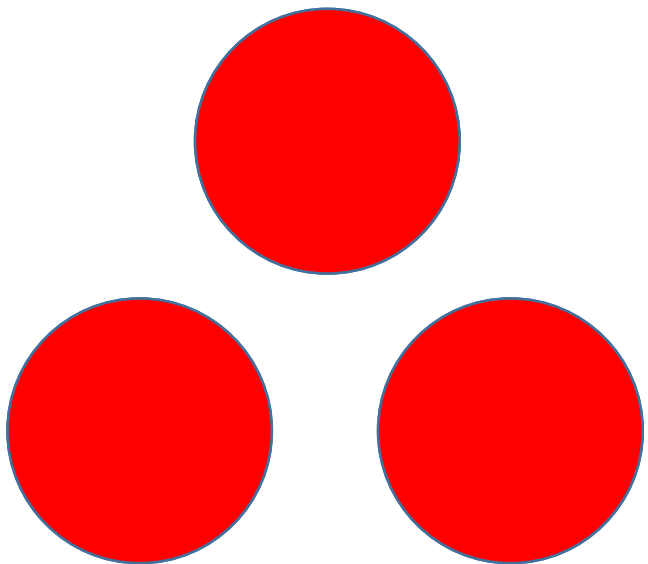


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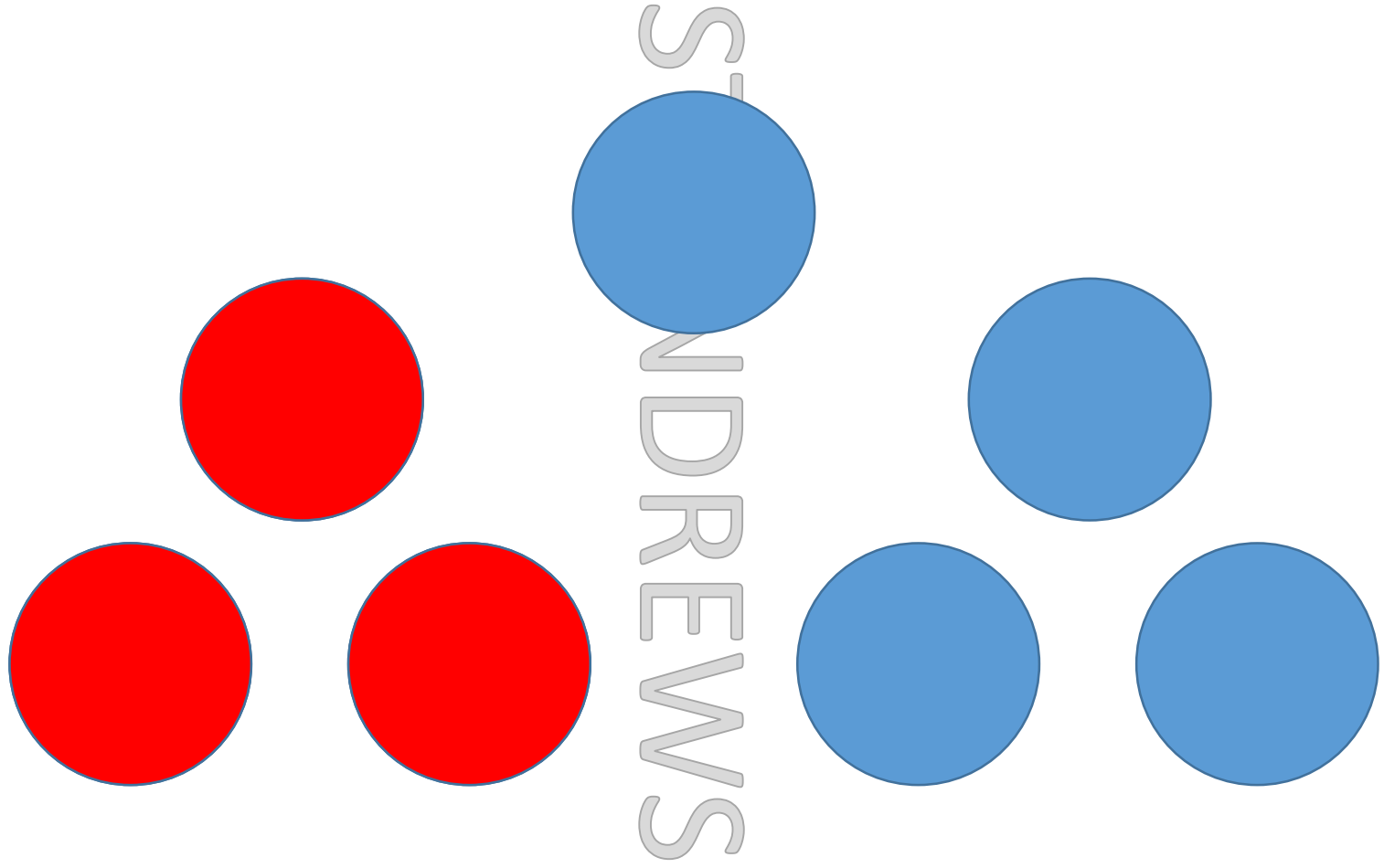


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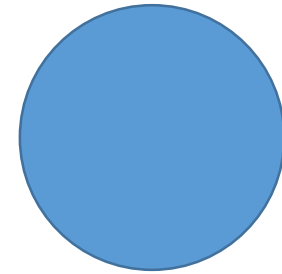
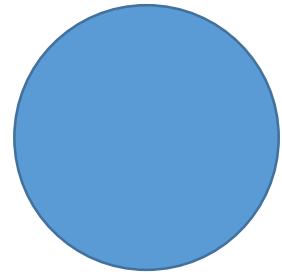
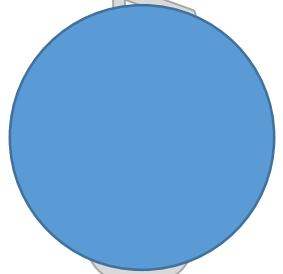
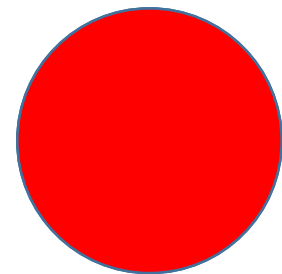
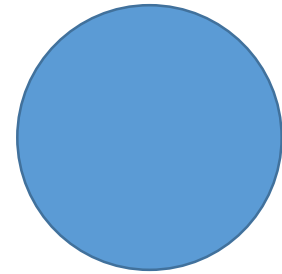
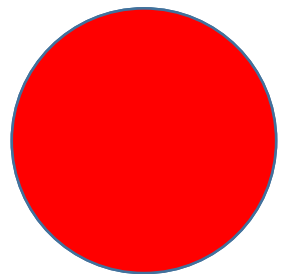
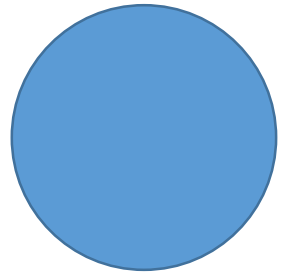


ST ANDREWS



ST ANDREWS

STAIRS PREMS



Subitising

Dice games

Hands on their heads

Looking at an amount in a range of ways

Subitising games

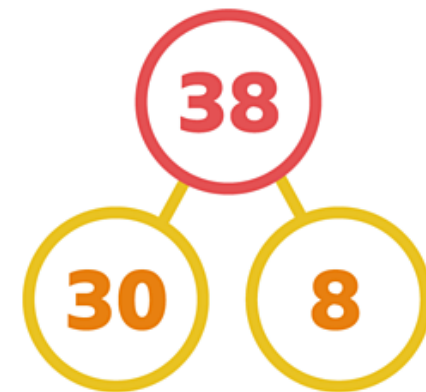
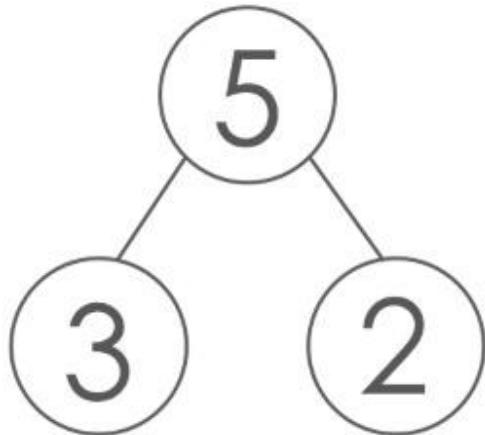
ST ANDREWS



Composition of number

Understanding that **one number can be made up from** (composed from) **two or more smaller numbers**

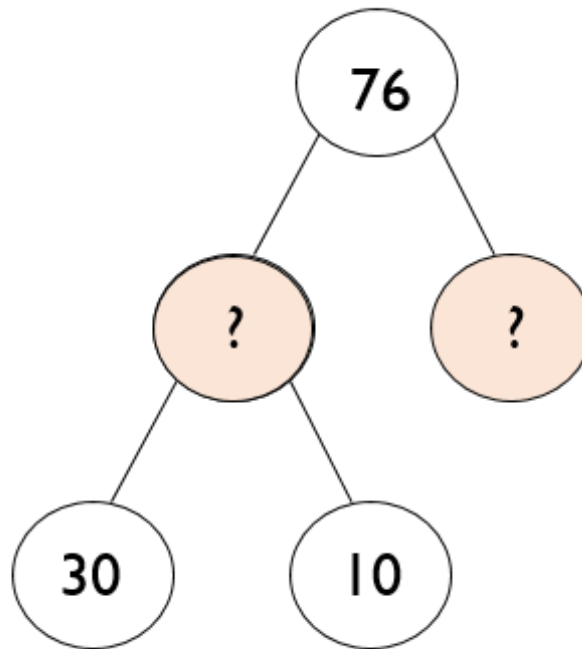
'Part-whole' understanding. Learning to 'see' a whole number and its parts at the same time is a key development in children's number understanding. Partitioning numbers into other numbers and putting them back together again underpins understanding of addition and subtraction as inverse operations.



Part-whole models

ST

Complete the extended part-whole model.



Composition of number

Numberblocks

Exploring ways of partitioning numbers

Using language – Part and whole

STANDARDS



Number bonds

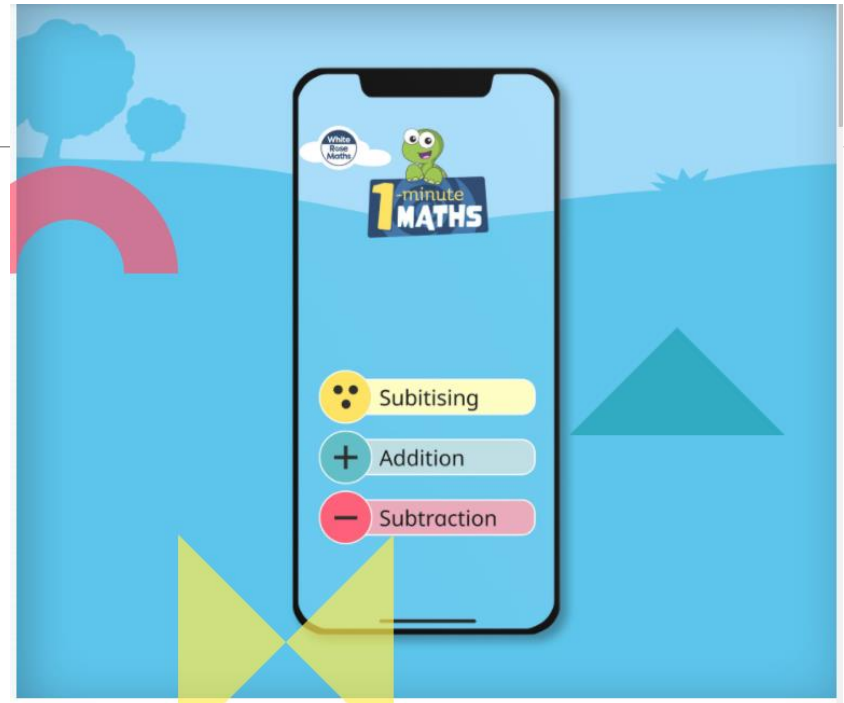
Number bonds within 10

Number bonds to 10

Number bonds to and within 20



ST ANDREWS



Counting

Forwards and backwards

Skip counting – 2, 5, 10 from any number

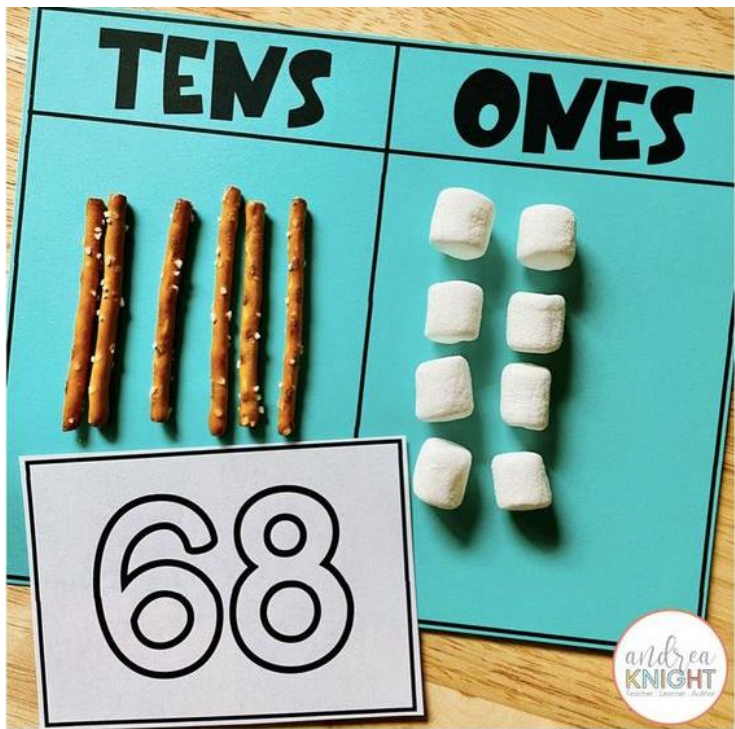
Counting across boundaries

Pattern spotting – odd and even

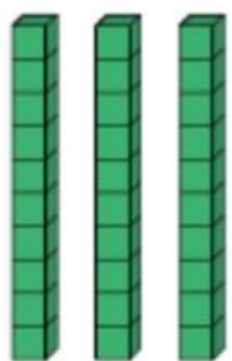
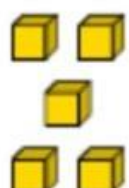
I CAN COUNT BY 5s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Place Value



ST ANDREWS

10's	1's
	

Multiplication Tables

2, 5 and 10 times tables – Year 2

3, 4 and 8 times tables – Year 3

Multiplication **and** Division Facts

STANDREWS



Maths Passports

ST ANDREWS

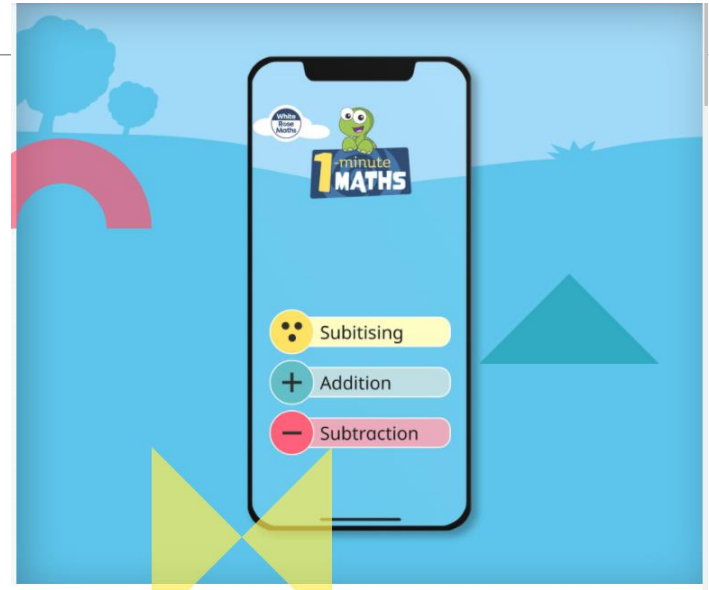


Websites

Mathletics

Maths Shed

White Rose 1 minute maths



Be positive about maths

- **Involve your child in everyday maths**; talk about numbers/ maths around you.
- **Play lots of games**, including ordinary board games.
- **It's all about confidence** - For children to be good at maths, they need to feel confident **about giving it a go**.
- **Positivity is the key** – Regardless of your own experiences on maths at school.
- **Do maths together every day**