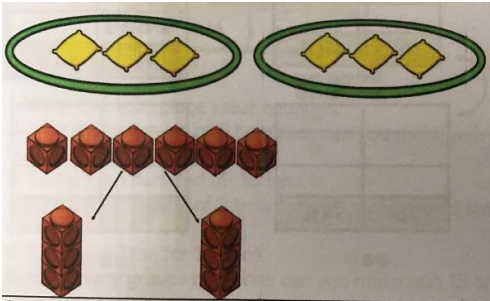
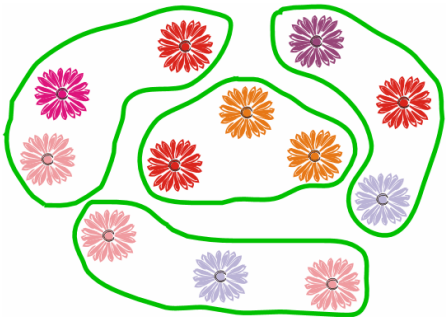


Division

- Sharing objects into groups.



- Division as grouping e.g I have 12 sweets and put them in groups of 3, how many groups?



- Use cubes and draw round 4 cubes at a time.



Teaching for Mastery is designed to support a mastery approach to teaching and learning and have been designed to support the aims and objectives of the new National Curriculum.

The overviews:

- Have number at their heart. A large proportion of time is spent reinforcing number to build competency.
- Ensure teachers stay in the required key stages and support the ideal of depth before breadth.
- Ensure students have the opportunity to stay together as they work through the schemes as a whole group.
- Provide plenty of time to build reasoning and problem solving elements into the curriculum.

Concrete – Pictorial – Abstract

As a school we believe that all students, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach.

Concrete – students should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – students should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, students should be able to move to an abstract approach using numbers and key concepts with confidence.



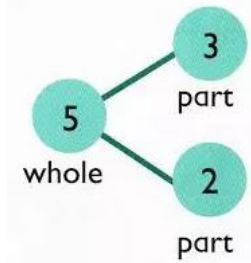
Maths

Progression in Number

Year 1

Addition

- Combining two parts to make a whole part using a part whole model



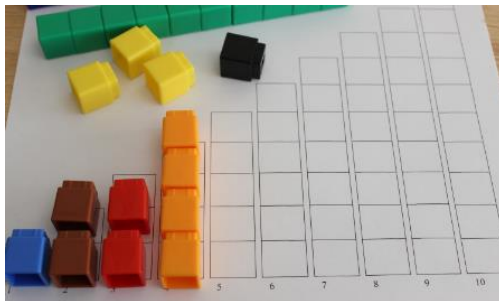
$$2 + 3 = 5$$

$$3 + 2 = 5$$

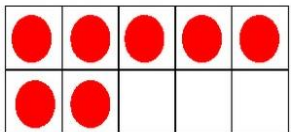
$$5 = 2 + 3$$

$$5 = 3 + 2$$

- Starting at the bigger number and counting on using cubes, or other apparatus.



- Regrouping to make 10 using a ten frame



I know I have 5 and 2 more makes 7.

$$7 + 3 = 10$$

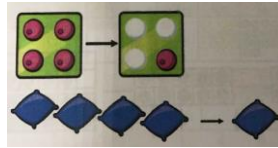
$$3 + 7 = 10$$

$$10 = 7 + 3$$

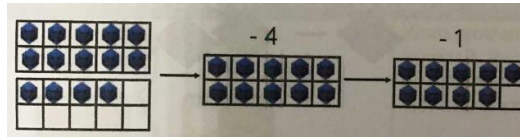
$$10 = 3 + 7$$

Subtraction

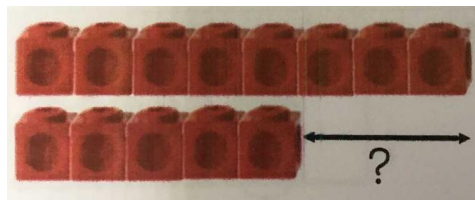
- Taking away ones



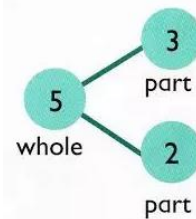
- Counting back



- Find the difference



- Part whole model



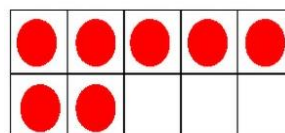
$$5 - 3 = 2$$

$$5 - 2 = 3$$

$$2 = 5 - 3$$

$$3 = 5 - 2$$

- Make 10 using the ten frame

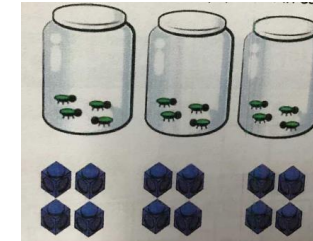


I know I have 5 and 2 more makes 7.

$$10 - 3 = 7$$

Multiplication

- Recognising and making equal groups



- Doubling

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

- Counting in multiples using cubes, Numicon and other objects in the classroom.



I know that I need 3
more to make 10.

$$10 - 7 = 3$$