



Milborne First School Maths – Achieving Mastery

At Milborne First School we understand the National Curriculum to be a mastery curriculum. We believe to show mastery of the Maths curriculum children need to be able to demonstrate key skills or concepts independently. What constitutes independent Maths has been defined and agreed within Milborne School under the following principles;

Maths is likely to be independent if it:

- emerges from a quality question, problem or cross curriculum experience, in which pupils have had a range of opportunities to explore and discuss the question or problem
- allows children to show fluency and confidence in solving problems with whole numbers, counting and place value
- enables pupils to apply their learning independently, with an element of choice, for example how to record their workings, which manipulatives to use
- is in response to prior paired or group work
- allows a child to make connections
- is produced by pupils who have independently drawn on any classroom resources.
- is informed by clear learning objectives which are not over detailed and do not over-aid children
- is during a conversation with a teacher who asks questions e.g. Tell me how you worked it out, why you did it that way, prove to me that it is correct
- is when a child chooses to draw a number bond or write the equation following practical work
- is unaided answers to the NCTEM teaching for mastery questions and tasks

YEAR 1

Count to and across 100, forwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100 in numerals.

Represent and use number bonds and related subtraction facts within 20

Be able to partition flexibly, all the ways to make and partition any number up to 10.

Count in 2's, 5's and 10's

Identify one more and one less.

Add and subtract one digit and two digit numbers to 20.

Solve one step problems (add sub multi div) using pictorial and concrete.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Compare, describe and solve practical problems for lengths, heights, weight and capacity.

Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles, cuboids (including cubes), pyramids and spheres].

Mastery is the achievement of these skills and concepts, other elements within the National Curriculum we have defined as requiring coverage not mastery. Children who show understanding of the key skills and concepts beyond mastery and in a wide range of different situations and contexts are deemed to be working at greater depth. This will be evidenced through the use of the NCETM Teaching for Mastery with greater depth materials.