



Maths Newsletter

Welcome back to another edition of our Maths Newsletter. In exciting news, all our classes have started our new Red Rose Mastery scheme. Below is a brief explanation about what Mastery Maths is. Keep an eye out for dates for when you can pop in and watch some of our fab lessons!

Mastery in Maths

Children are taught in year groups (not classes) and these are the key principles we teach with:

Think of three levels of learning:

Shallow learning: surface, temporary, often lost

Deep learning: it sticks and can be recalled and used

Deepest learning: it can be transferred and applied in different contexts

The deep and deepest levels are what we are aiming for by teaching maths using the Mastery approach.

A mathematical concept or skill has been *mastered* when a child can show it in different ways, use mathematical language to explain their ideas and independently apply the concept to new problems in unfamiliar situations.

Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application. At each stage of learning children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

The key features of a mastery approach:

The class work together on the same topic

The emphasis is on keeping the class together until specific concepts or skills are mastered and then moving on together. This does **not** mean that some children will be left behind or others not challenged. Differentiation is now achieved through and deeper understanding, as explained below.

Speedy teacher intervention to prevent gaps

Those children that have not met the expected outcomes or have gaps in their understanding, will be helped by receiving short, immediate extra time on maths, during the lesson or later in the day. This is a positive opportunity to consolidate their understanding.

Challenge is provided by going deeper not accelerating

For those children that have mastered the skill, concept or procedure they will be presented with higher order thinking activities, rather than accelerating through the curriculum.

Focused, rigorous and thorough teaching

Within Mastery, the idea is to focus on one small step at a time in a lesson, with an emphasis on the mathematical structures involved and the best way to represent these through models and images. Each small step is important as it builds towards deep understanding of a concept.

More time on teaching topics – depth and practice

The same topic is likely to have the same focus until the class has mastered the concept, skill or procedure being taught. This is particularly the case for number and calculations. Focus areas are being taught over a longer time with smaller steps of progress and time is for practice and depth, making the learning effective.

Our new home-work app— Maths.co.uk

Your children (from Year 2—6) will now be receiving homework via Maths.co.uk, consisting of 5 questions to assess the week's learning.

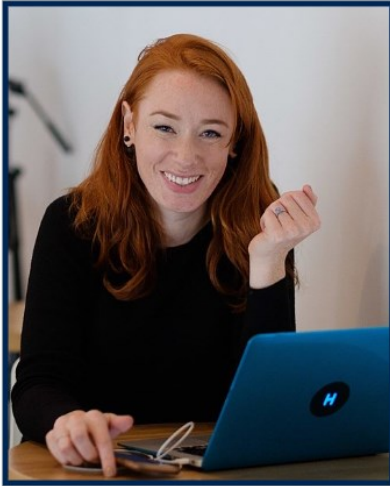


Maths.co.uk

Ra	Name	Rockname	Initial Studio Speed	①	Current Studio Speed
1	Sebastian	Flo Stemple	8.33		0.62
2	Lucas	Andrew Meek	8.11		0.91
3	Oliwer	Piper Black	30.00		1.11
4	Polly	Natty Rippler	3.14		1.21
5	Daniel	Maximum Leonard	4.38		1.45



TTRS Champions



Hannah Fry
(1984 –)

**Inspirational
Mathematician—**

Nationality

British



Known for

Studying the maths behind human interactions, including how pandemics spread

Presenting television shows for the BBC and writing books about real-world mathematics

Maths Challenges

121	16
9	73

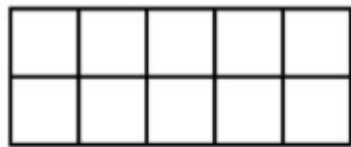
WODB

Which One Doesn't Belong?

Choose a number in this picture that you don't think belongs with the rest. Explain why.

Can you pick another one and give a different reason?

Can you find a reason why each one does not belong?



OPEN MIDDLE

I have a horizontal ten-frame that has some counters on it. One row of the frame is full and one is not. What is the largest number I could make? What is the smallest number I could make?



MATH FAIL

Why is this a math fail?

OPEN MIDDLE

Using the digits 1 to 9, at most one time each, fill in the boxes to create a true number sentence with the greatest possible value.

What do the children at St Joseph's think about Maths?

“Maths is a creative subject”

“If I make a mistake, I must be resilient”

“I'm happy when I learn something new”

“I am proud of my progress”

“It is a challenging but fun subject”

“If we make a mistake, our brain grows”

You could ask your child at home, what they think about Maths? What are their favourite parts?

MATH JOKE

What is the weight of all the bones in the average human body?



A. One skele-ton