

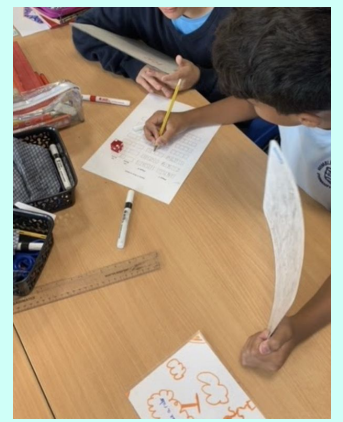
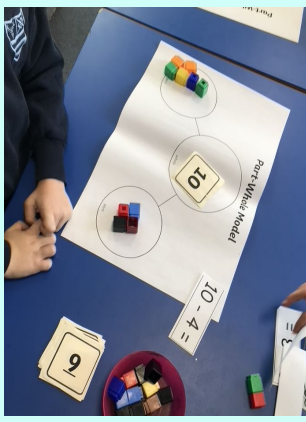
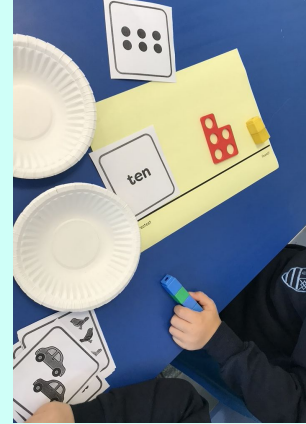
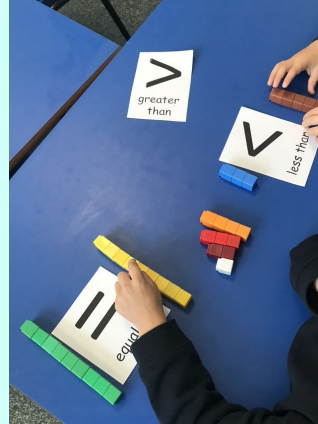


# Welcome to the Early Years Maths Parent Workshop



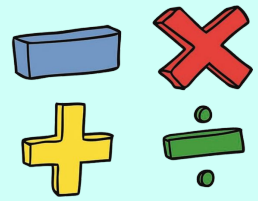


# Maths in Action at Wimbledon Chase





# What is Maths Mastery?

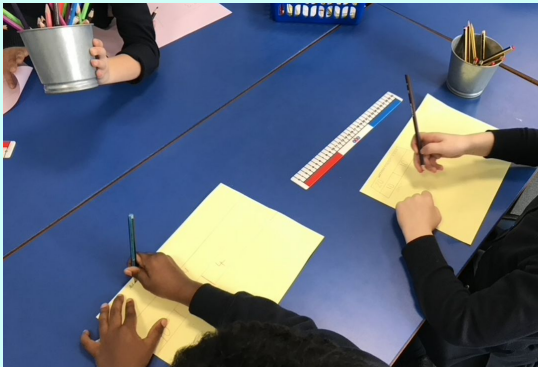


- Maths Mastery is a way of teaching maths that enables all children to acquire a **deep, secure and adaptable** understanding of the subject.
- At Wimbledon Chase, maths is taught this way from **Nursery through to Year 6**.
- Maths Mastery focuses on **depth of understanding** rather than **speed** in order to give pupils the best chances of mastering maths.
- Achieving mastery means to have a solid enough understanding of the maths taught to enable children to move on to more advanced material.



# What does it mean to ‘master’ something?

- I know how to do it
- It becomes automatic and I don't need to think about it, for example, driving a car
- I'm really good at doing it
- I can show someone else how to do it



***“In mathematics, you know you’ve mastered something when you can apply it to a totally new problem in an unfamiliar situation.”***

**Dr. Helen Drury, Director of Mathematics Mastery**



# Positive/ Growth Mindset

Resilience and perseverance are two key skills that are regularly referred to in maths lessons across the school.

Teachers are constantly reminding children to experiment, have a go and try their best - even if they are unsure.

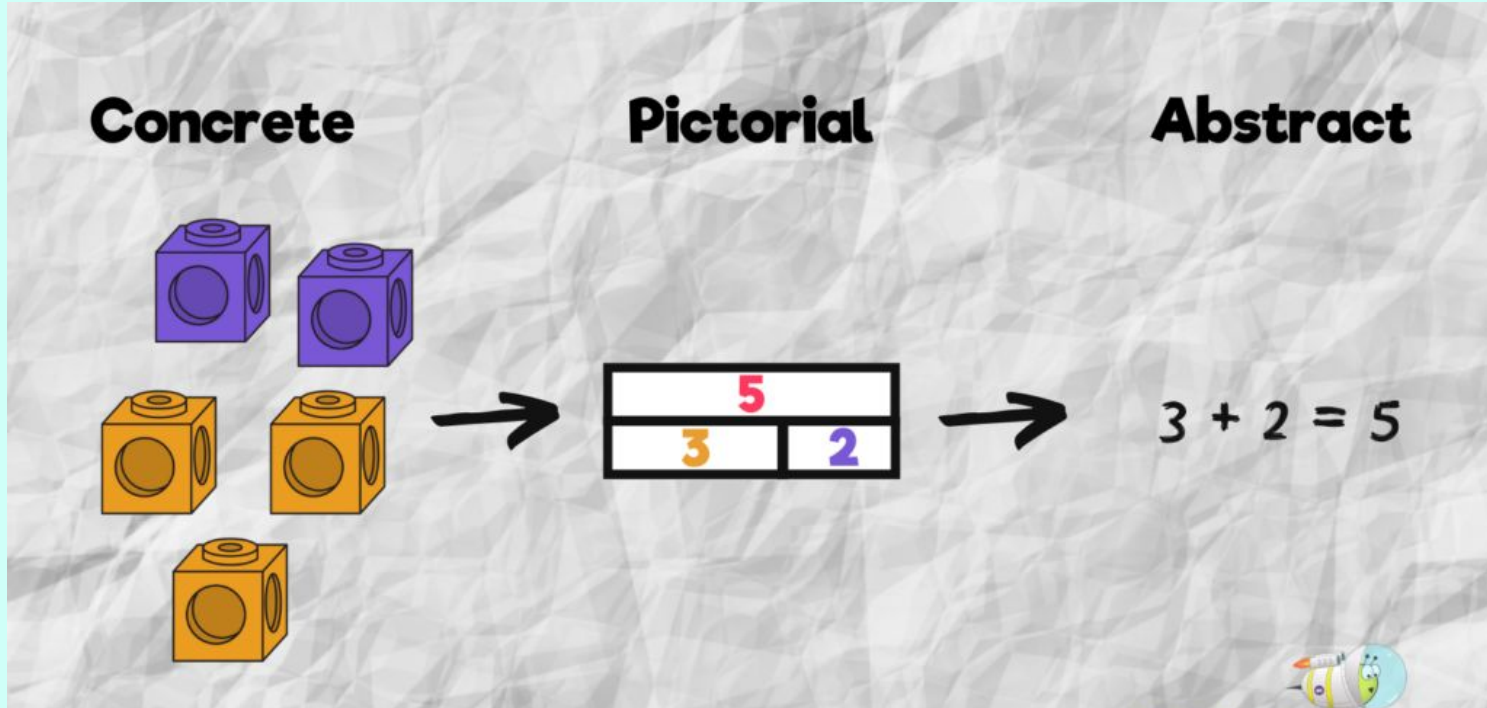
We have regular conversations about the importance of learning from our mistakes and being resilient when things get a bit tricky.



**Golden Rule: We try our best and learn from our mistakes.**



We use the CPA approach in maths.





# Reasoning and Problem Solving

Once children have gained a secure understanding of different concepts, they are then challenged through a reasoning or problem solving question which will encourage them to think more deeply and critically about a concept. The children are encouraged to make connections with previous learning.

Here is an example



The farmer can see 6 legs in the barn.  
Who could be in the barn?



achine



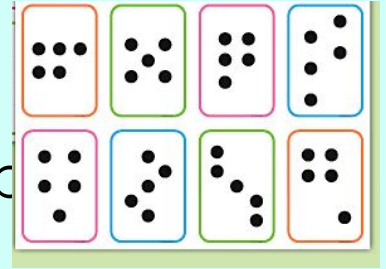




## Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number (a number is made up of 2 or more smaller numbers)
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

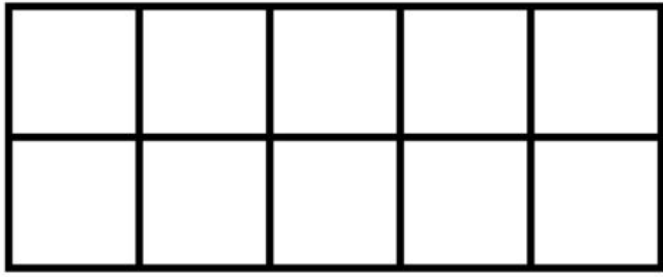




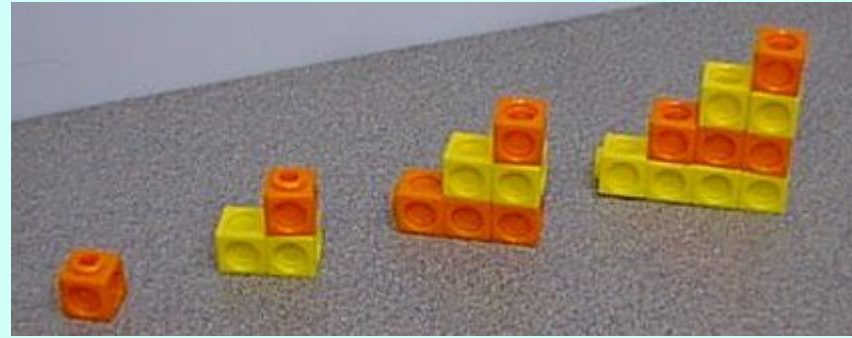
## Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

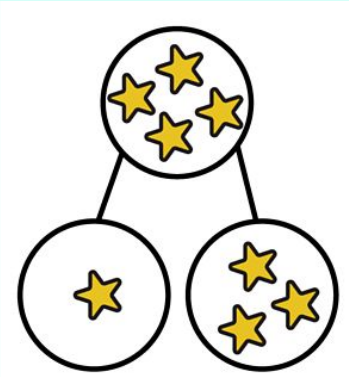


Tens frame - often used with counters

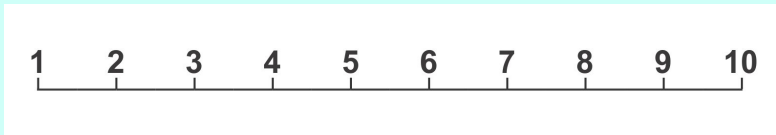


Multilink cubes

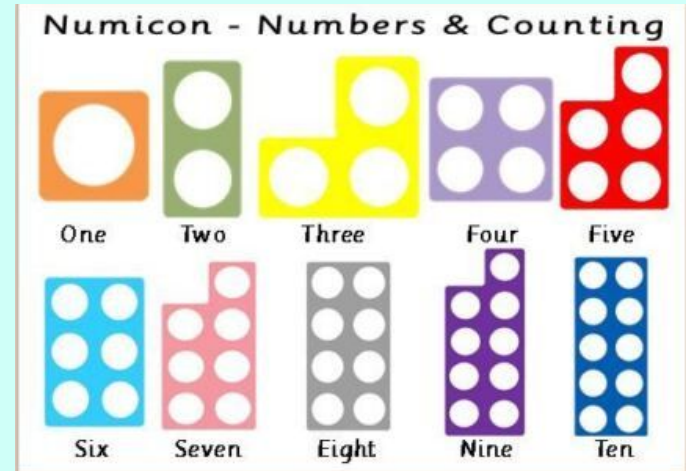
# Resources



Part-part whole



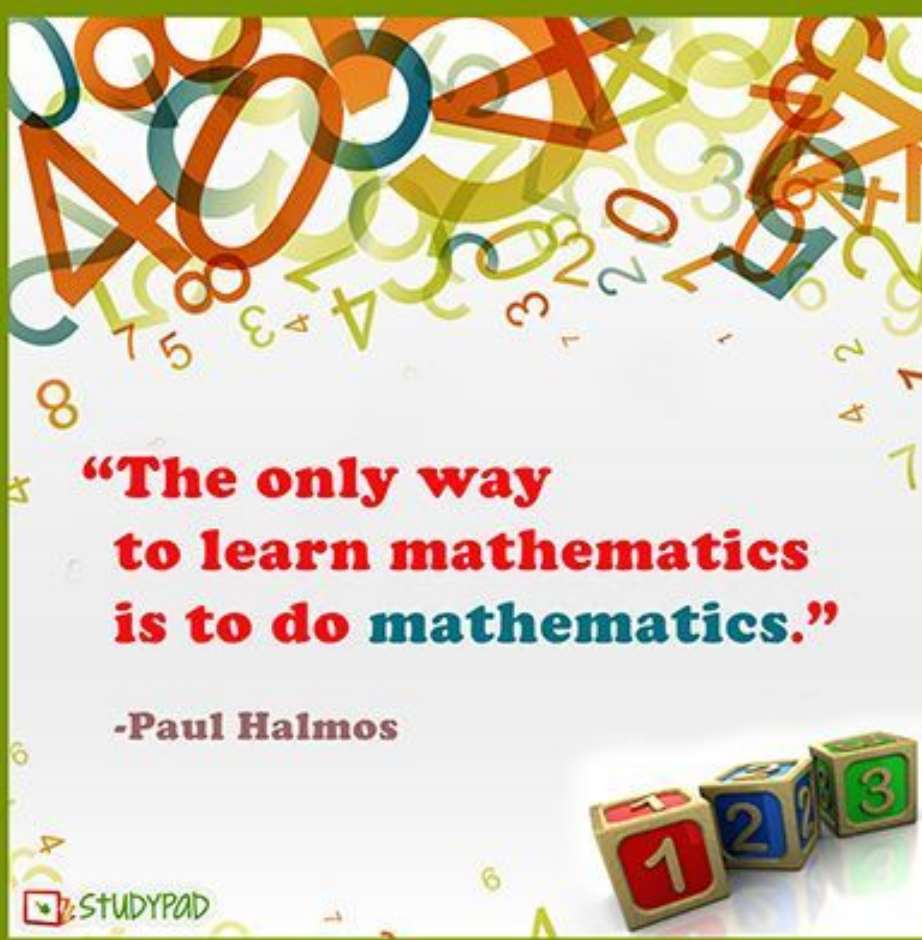
Number line






# Games




A vibrant, colorful background filled with various mathematical symbols, numbers, and geometric shapes in shades of orange, blue, green, and yellow. The symbols are scattered and some are larger than others, creating a playful and dynamic atmosphere.

**“The only way  
to learn mathematics  
is to do mathematics.”**

**-Paul Halmos**

Three small wooden blocks with numbers 1, 2, and 3 on them, arranged in a row. The block with '1' is red, '2' is blue, and '3' is green.

STUDYPAD

Go and  
have  
fun!