



## Milborne First School Maths – Achieving Mastery

At Milborne First School we understand the Early Years 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, play opportunity, 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 and counting.
- 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

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Count to twenty and count a variety of objects and pictures.  
Order numbers to twenty.  
Say the number one more and one less than a given number.  
Add and subtract single digit numbers counting on or back.  
Solve problems including doubling, halving and sharing.  
Use every day language to talk about size, weight and capacity  
Use every day language to talk about distance, time and money.  
Recognise, create and describe simple patterns.  
Use some mathematical language to describe shapes  
Willingness to have a go.  
Decide how to solve a problem, check and adapt their method.  
Find new ways to solve problems.

Mastery (expected) is the achievement of these skills and concepts, other elements within the Early Years curriculum we have defined as requiring coverage not mastery. Children who show understanding of the key skills and concepts beyond mastery and can, in the situations above, independently do the following are judged as being exceeding.

1. Estimate a number of objects and check quantities by counting up to 20.
2. Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
3. Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.