



## 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
- 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
- is produced by pupils who have independently drawn on any classroom resources including displays, number lines
- is informed by clear learning objectives which are not over detailed and do not over-aid pupils
- 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
- is as part of an external assessment

### YEAR 3

Count in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number  
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  
Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds  
Read and write numbers to 1000.  
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  
Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know  
Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators  
Recognise and show, using diagrams, equivalent fractions with small denominators  
Measure, compare, add and subtract: lengths, mass, volume, capacity  
Add and subtract amounts of money to give change, using both £ and p in practical contexts  
Tell and write the time from an analogue clock  
Identify whether angles are greater than or less than a right angle.  
Recognise that two right angles make a half-turn, three make three quarters of a turn

- 2 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 or external assessments