Teaching for mastery at Floreat

Why do we follow a teaching for mastery curriculum?

In order to understand maths we need to; develop children's cognitive ability to create connections between language, pictures, concrete experiences and symbols.
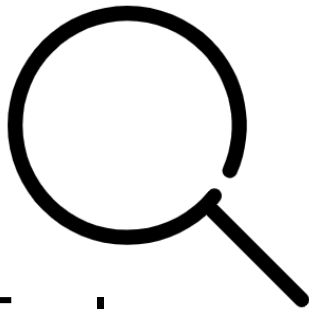
Haylock and Cockburn, 2013

Small steps

What is Fluency and why do we talk about it so much?

- It is the recognition of number facts,
- Flexibility in knowledge (being able to apply those facts to a range of contexts),
- Table facts,
- Number bonds.
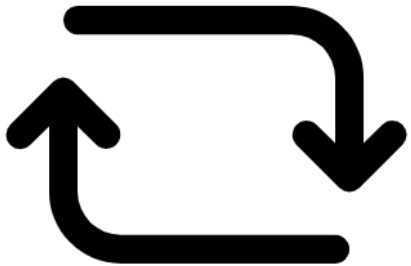
Lesson structure
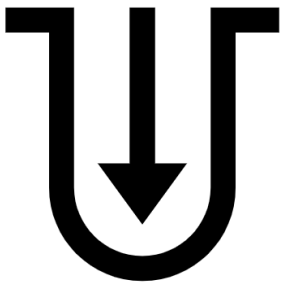

Retrieval

Recap

Explore & discuss

Checkpoint

Independent Practice

Deeper challenge

1. I can multiply a 2 digit number by a single digit number using partitioning and representations (no regroups)	1.1-1.2	3-5	

MATHS CURRICULUM

2. I can multiply a 2 digit number by a single digit number using partitioning and representations (one regroup)	1.3-1.4	6-9	
3. I can multiply a 2 digit number by a single digit number using partitioning and representations (two regroups)	1.5	10-11	
4. I can multiply a 2 digit number by a single digit number using partitioning	1.6-1.7	12-14	

5. I can multiply a 2 digit number by a single digit number using expanded multiplication (no regroups)	2.1-2.3	15-17
6. I can multiply a 2 digit number by a single digit number using short multiplication (no regroups)	2.4-2.5	18
7. I can multiply a 2 digit number by a single digit number using expanded multiplication (regrouping ones to tens)	2.6	19-20
8. I can multiply a 2 digit number by a single digit number using an short multiplication (regrouping ones to tens)	2.7-2.8	20-21
9. I can multiply a 2 digit number by a single digit number using expanded multiplication (regrouping tens to hundreds)	2.9	22-23
10. I can multiply a 2 digit number by a single digit number using short multiplication (regrouping tens to hundreds)	2.10-2.11	23-24
11. I can multiply a 2 digit number by a single digit number using both expanded and short multiplication (two regroups)	2.12-2.13	24-26
12. I can use estimation to support accurate calculation	2.14-2.15	27-29

Flashback 4

1. What is 700 divided by 10?
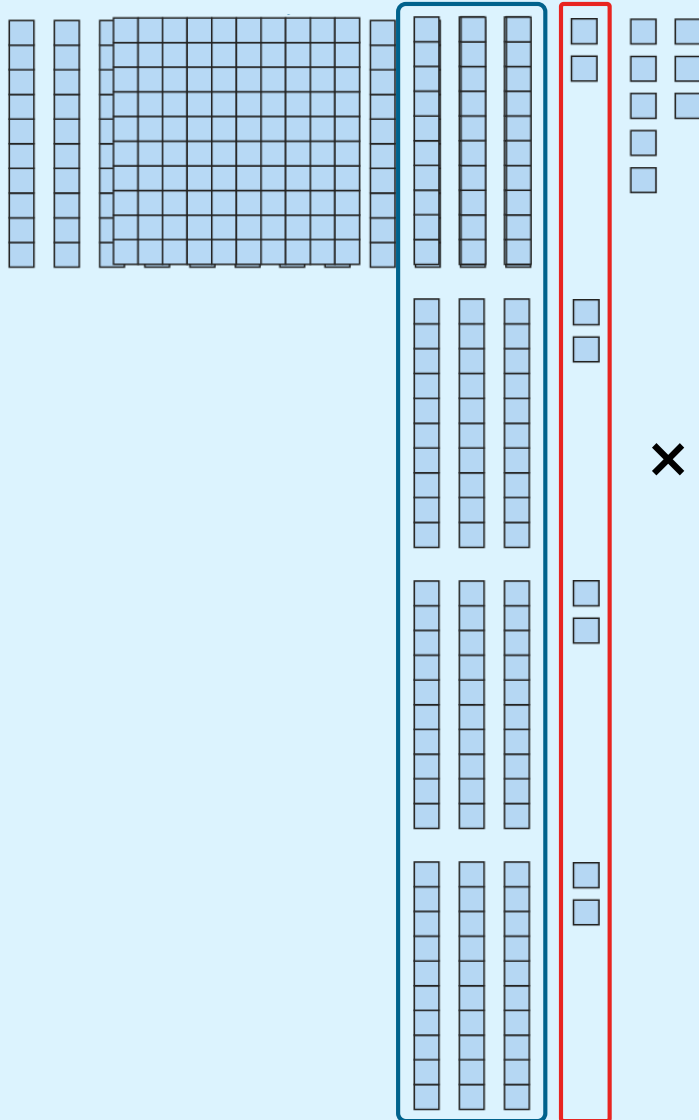2. ___ + 0.14 = 0.74
3. 9 – 14 = ___
4. Draw a shape and label the vertex

42 people are sat on each bus. There are four busses in the car park.

What would be my two factors to work out this calculation?

4 rows, each with 32 chairs. How many chairs altogether?

100s	10s	1s
	3	2
×		4
		8
1	2	0
1	2	8

8   4 × 2 ones = 8 ones

4 × 3 tens = 12 tens

= 1 hundred + 2 tens

'Without completing the calculations, circle the ones that involve regrouping in the tens.'

$$
\begin{array}{r}
4\ 1 \\
\times \quad\quad 2 \\
\hline
\\
\hline
\end{array}
\qquad
\begin{array}{r}
4\ 1 \\
\times \quad\quad 4 \\
\hline
\\
\hline
\end{array}
\qquad
\begin{array}{r}
6\ 1 \\
\times \quad\quad 2 \\
\hline
\\
\hline
\end{array}
$$

$$
\begin{array}{r}
4\ 2 \\
\times \quad\quad 2 \\
\hline
\\
\hline
\end{array}
\qquad
\begin{array}{r}
5\ 2 \\
\times \quad\quad 2 \\
\hline
\\
\hline
\end{array}
\qquad
\begin{array}{r}
6\ 2 \\
\times \quad\quad 2 \\
\hline
\\
\hline
\end{array}
$$

'Complete the calculations.'

```
    7  4
  ×    2
  _____

  _____
```

$$21 \times 5 =$$

$$
\begin{array}{r}
2\,1 \\
5 \\
\times \\
\hline
1\,5 \\
\hline
\end{array}
$$

$$\begin{array}{r} 84 \\ 2 \\ \times \\ \hline 618 \end{array}$$

61 x 5 =____

A) 35

B) 305

C) 80

D) I don't know….yet!