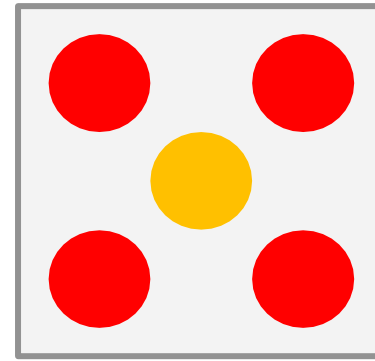


KS1 Mastering Number parents' presentation

Mrs Crowther-Walsh

Maths Co-ordinator and Year 5 teacher



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Overview of the Programme

Mastering Number is a daily maths programme for children in Reception and Key Stage 1. It helps children build a strong understanding of numbers so they feel confident when working with them.

The sessions focus on:

Recognising numbers quickly

Understanding how numbers can be made and broken apart

Working with numbers in flexible ways

Becoming more confident when solving simple problems

These short daily sessions support children alongside their usual maths lessons, which continue to teach a wider range of maths skills and ideas.

Key Features for ks1

1. Daily Short Sessions

1. Children have **10–15 minute daily lessons** focused on number skills.
2. Lessons are practical, engaging, and suitable for young learners' attention spans

What fluency looks like in KS1

- **Quick recall of small number facts** (e.g., how many fingers are left if 2 are put down from 5).
- **Recognising numbers instantly** (subitising: seeing 4 dots and knowing it's 4 without counting).
- **Counting forwards and backwards confidently** within 0–10 or 0–20.
- **Using number bonds** (e.g., knowing 5 can be $2+3$ or $4+1$).

In a **KS1 classroom** using **Mastering Number**, fluency refers to a child's ability to **recall number facts quickly, accurately, and confidently**. It's not just about speed—it's also about understanding the relationships between numbers so children can work flexibly and make connections.

Benefits of Mastering Number for Reception Children

1. Builds Confidence with Numbers

Children become **confident and happy** with numbers because they practise them every day in short, fun sessions.

2. Develops Quick Recall (Fluency)

They learn to **recognise numbers and number bonds quickly**, which makes counting, adding, and taking away much easier.

3. Encourages Understanding, Not Just Memorising

Children learn **why numbers work the way they do**, not just how to recite them. This helps them **solve problems and make connections**.

4. Makes Maths Hands-On and Fun

Using **counters, Numicon, ten-frames, and fingers**, children can **see and touch numbers**, making learning more engaging and meaningful.

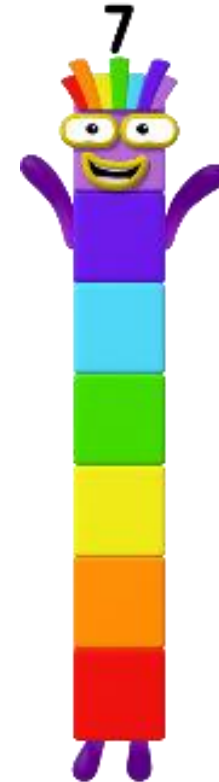
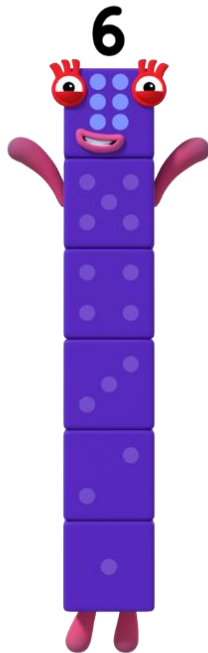
5. Prepares for Future Maths

A strong number foundation in Reception sets children up for **success in Year 1 and beyond**, giving them confidence to tackle more complex maths later.

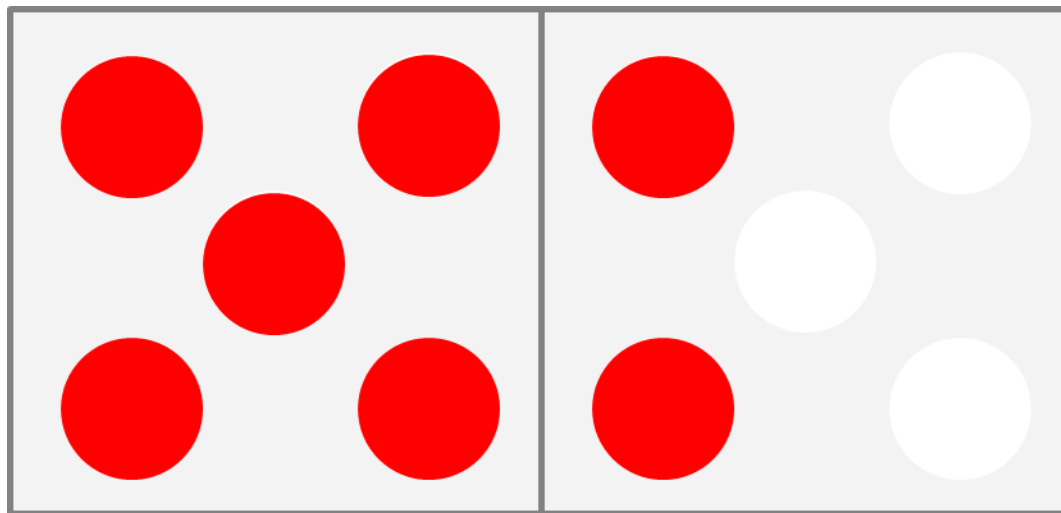
Lets watch a lesson....

What helps you remember what 5 needs to make 6 or 7?

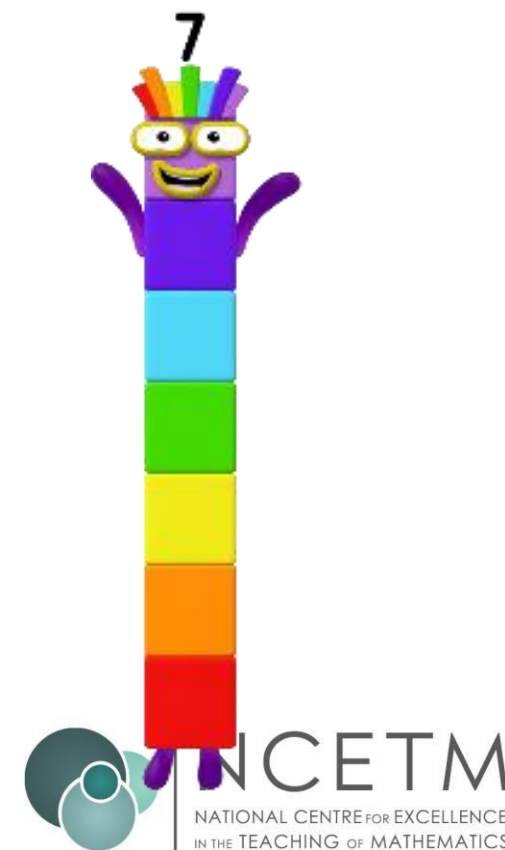
Play the '6 or 7?' game!



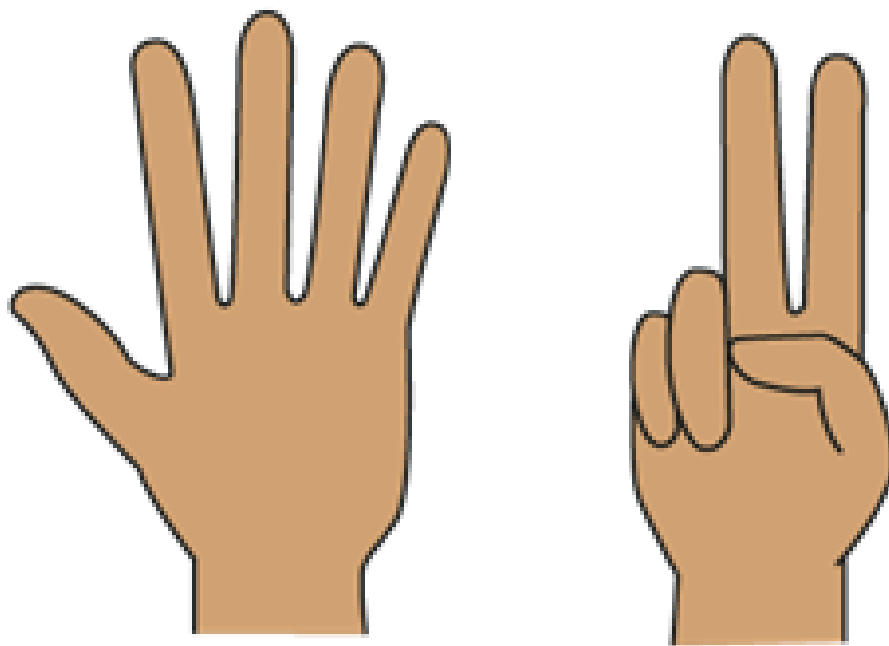
6 or 7?



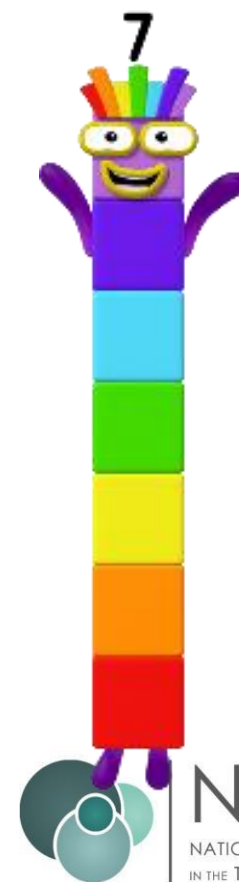
_____ is made of 5 and _____ ;
5 and _____ make _____ .



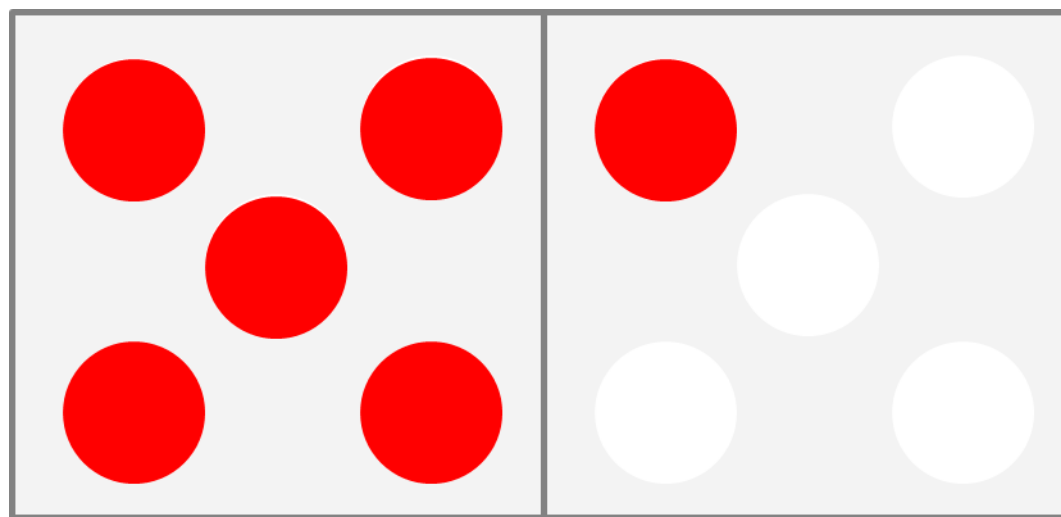
6 or 7?



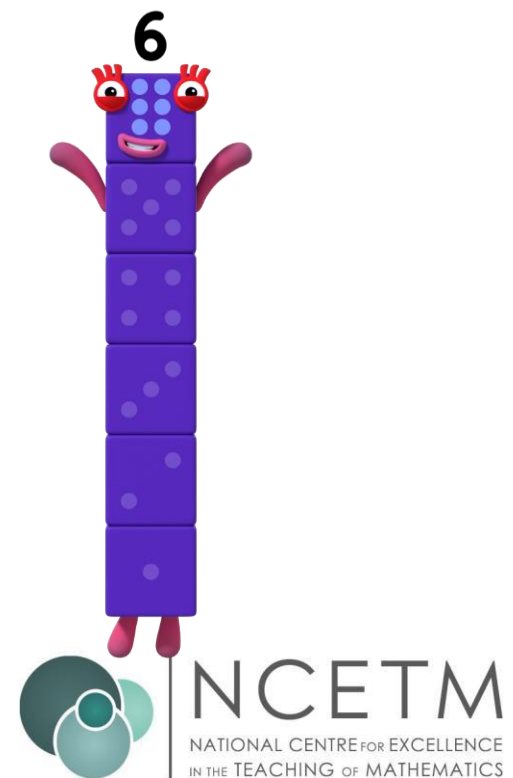
_____ is made of 5 and _____ ;
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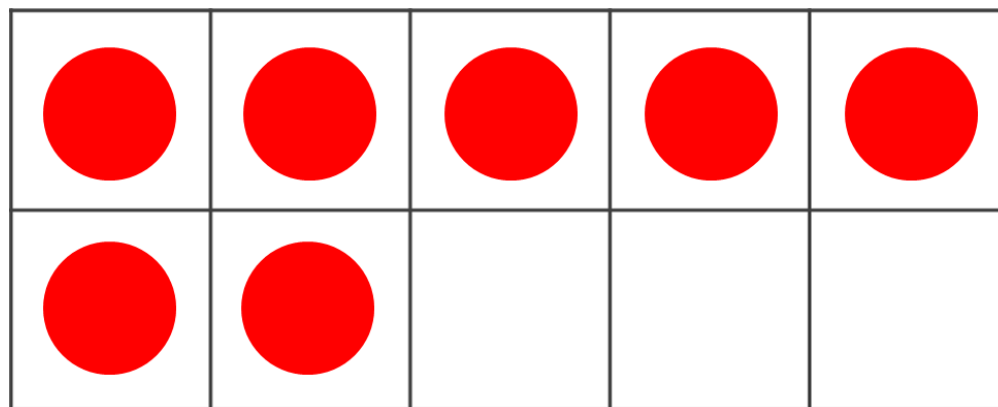
6 or 7?



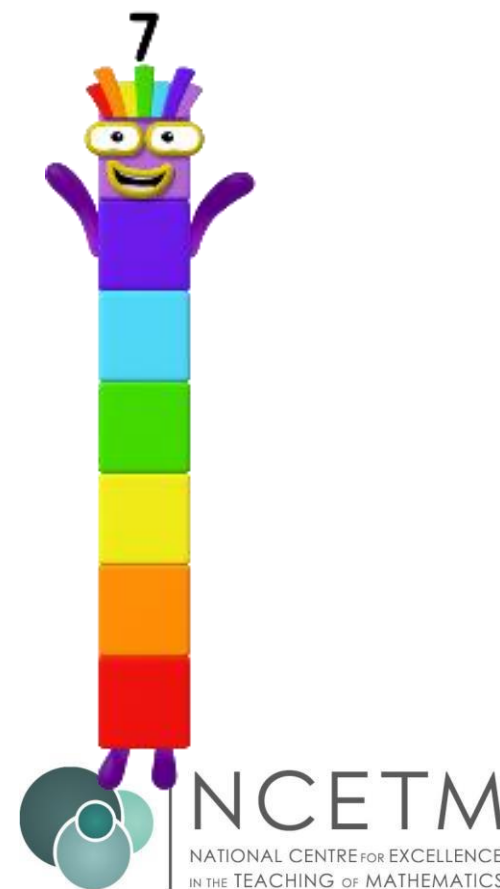
_____ is made of 5 and _____ ;
5 and _____ make _____ .



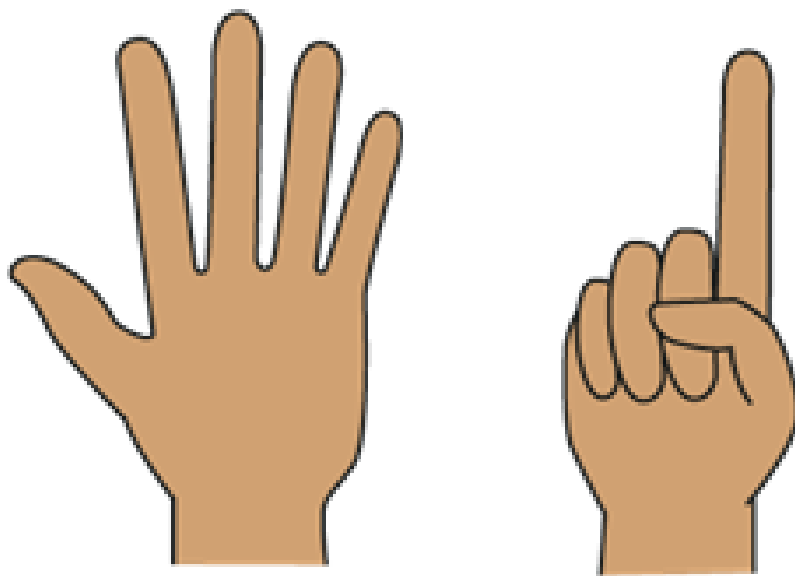
6 or 7?



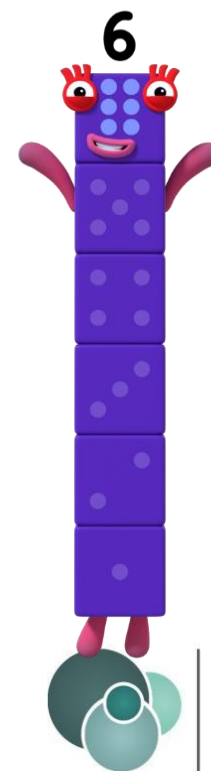
_____ is made of 5 and _____ ;
5 and _____ make _____ .



6 or 7?

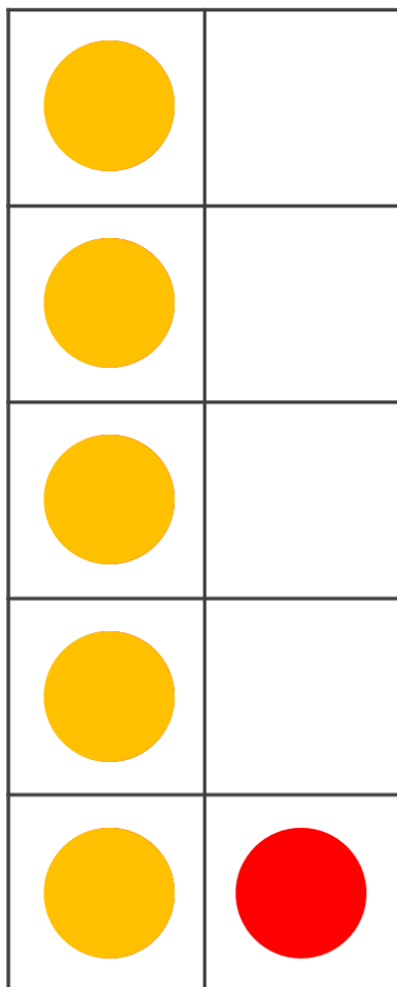


_____ is made of 5 and _____ ;
5 and _____ make _____ .

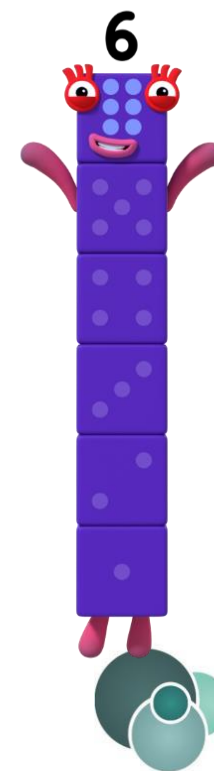


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6 or 7?

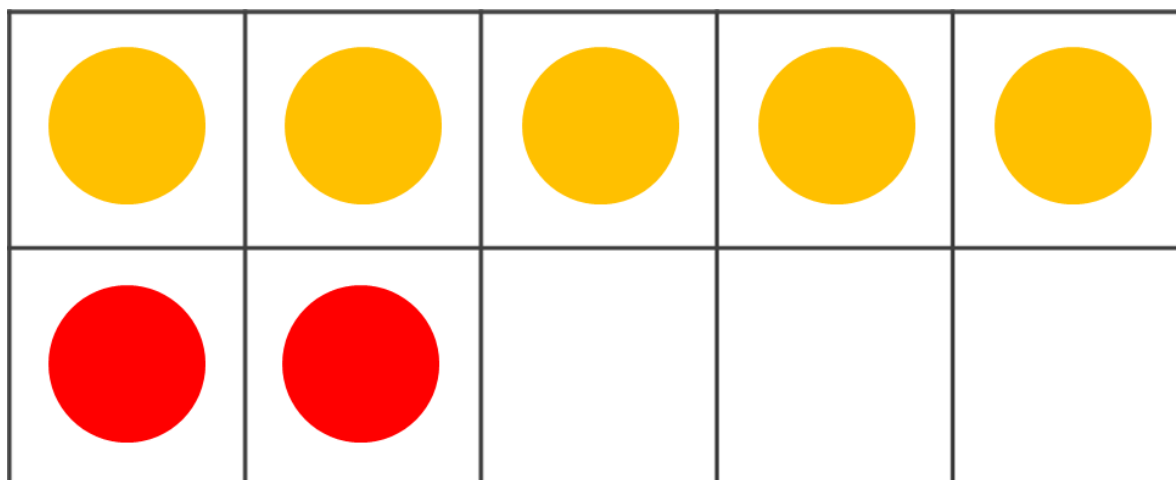


_____ is made of 5 and _____ ;
5 and _____ make _____ .

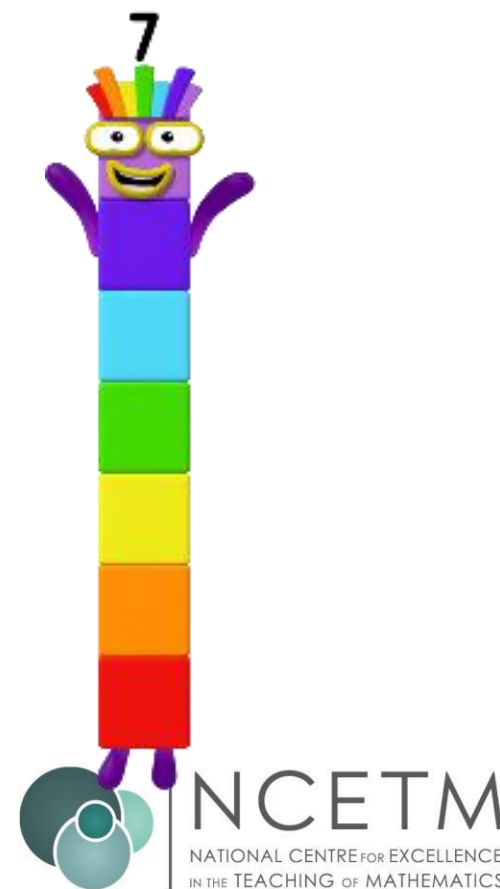


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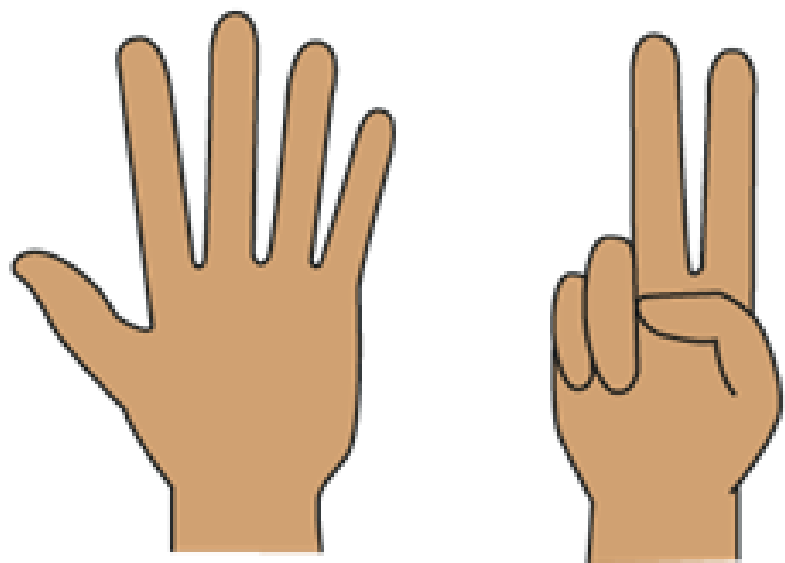
6 or 7?



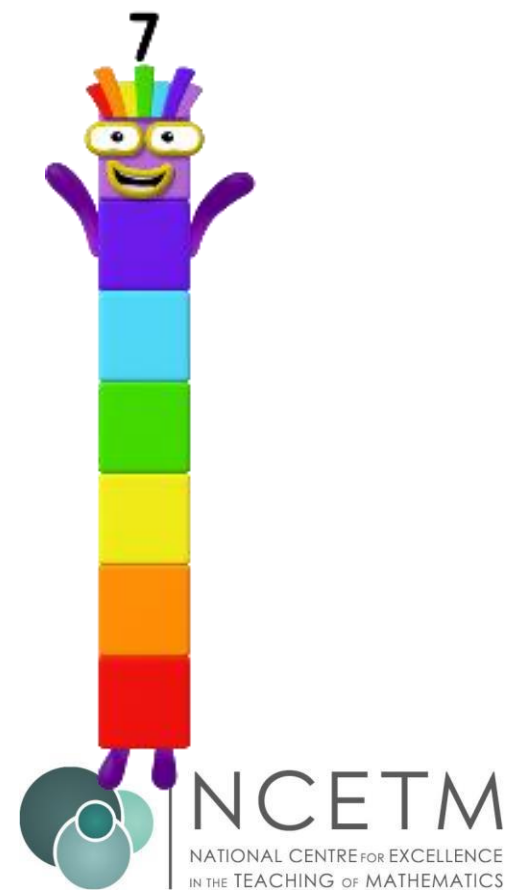
_____ is made of 5 and _____ ;
5 and _____ make _____ .



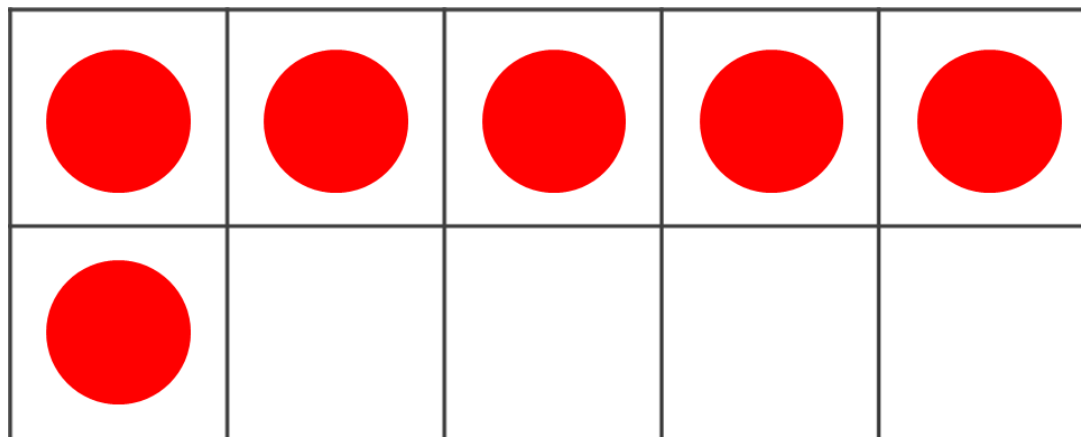
6 or 7?



_____ is made of 5 and _____ ;
5 and _____ make _____ .



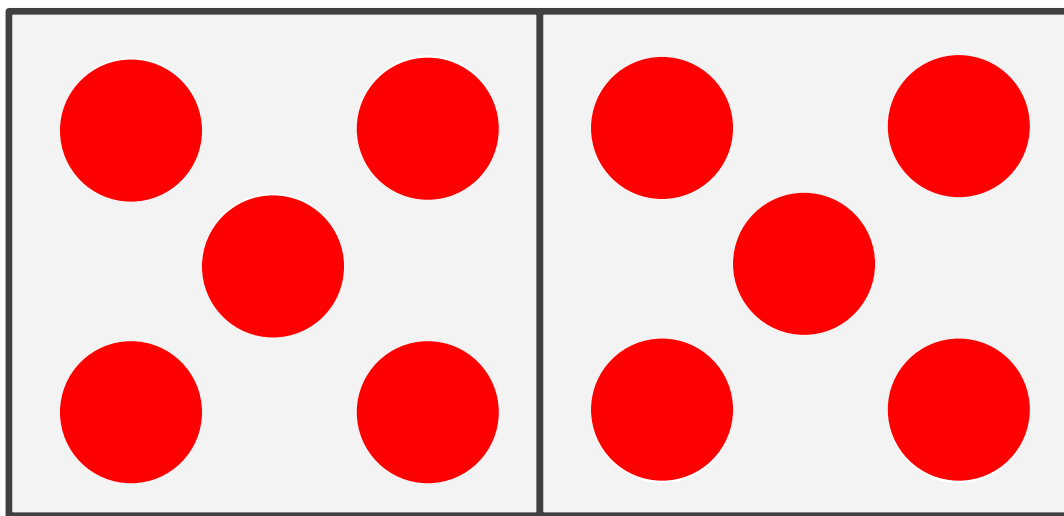
6 or 7?



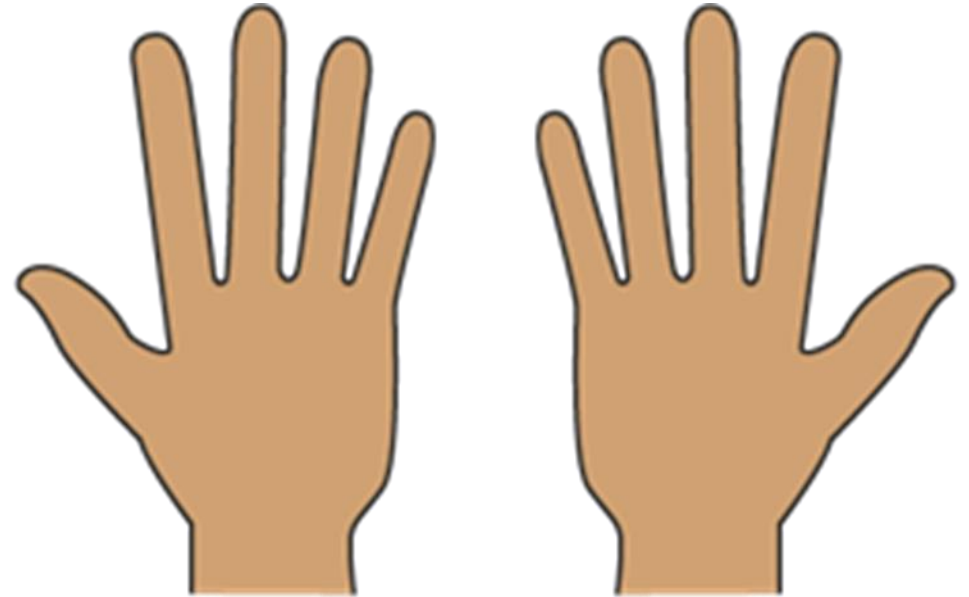
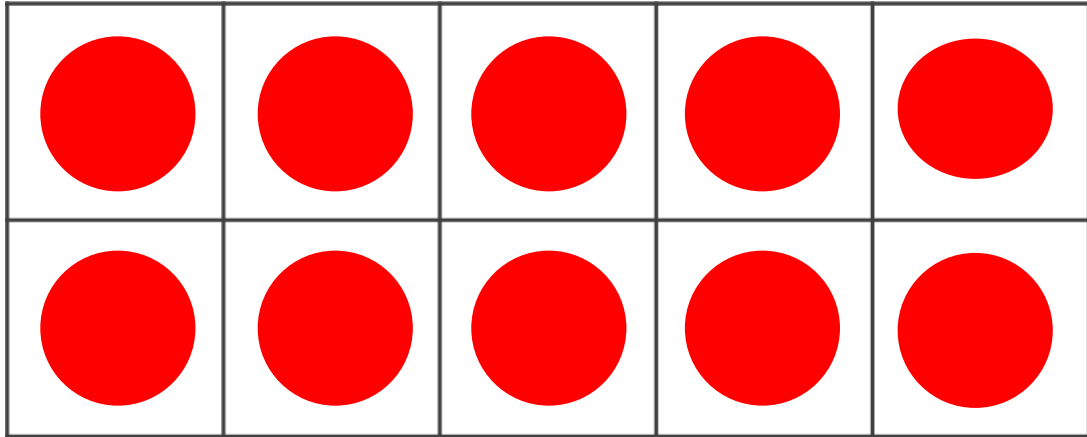
_____ is made of 5 and _____ ;
5 and _____ make _____ .



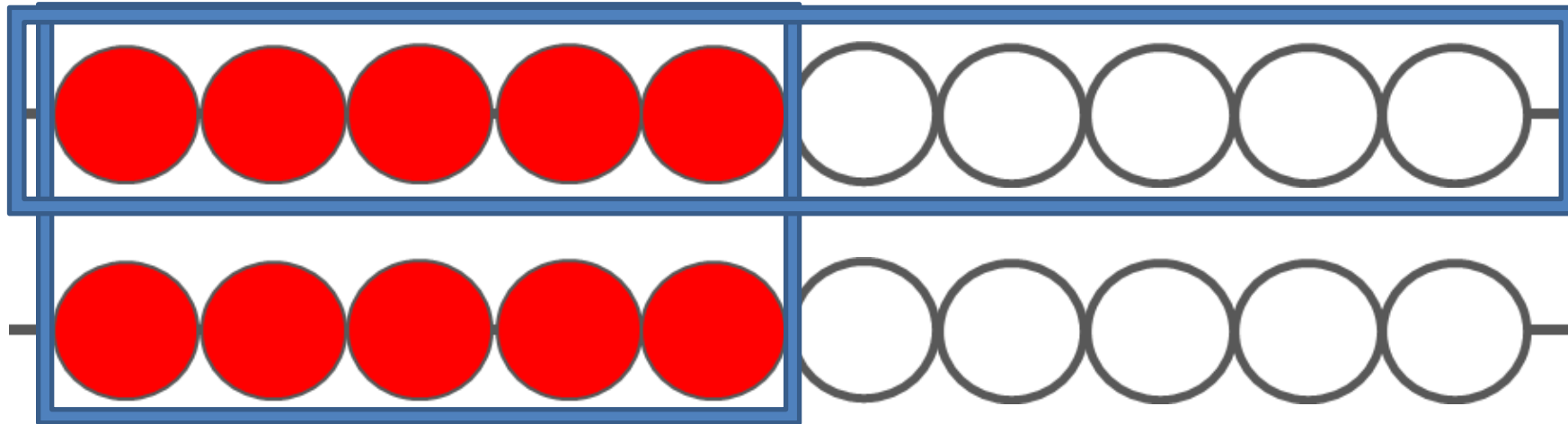
What does 5 need to make 10?



5 needs ____ to make ____ .



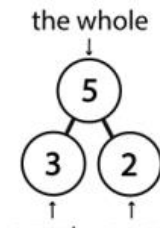
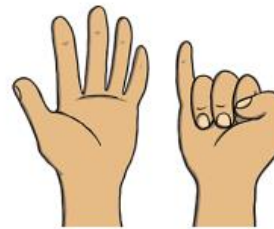
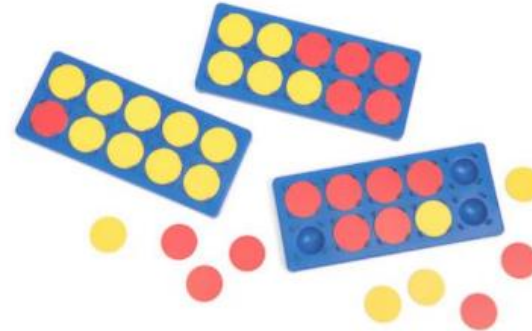
Where can you see 10?



Activity time!

Choose a suitable Maths
colouring activity to complete
with your child.

Maths Resources



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5 Steps for Helping Your Child with Numbers at Home

1. Count Everything Together

Encourage your child to count everyday objects—cups, toys, steps, or fruit. Ask questions like, “How many apples are on the table?”

2. Spot Numbers Instantly (Subitising)

Use dice, dot cards, or toys. Ask, “How many do you see?” and encourage your child to answer **without counting one by one**.

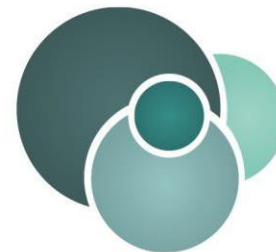
3. Talk About Number Bonds

Show simple ways numbers can be split or combined: “We have 5 blocks. 2 and 3 make 5. Can you find another way?”

4. Use Everyday Situations

Involve your child in cooking, shopping, or tidying up: “We have 4 plates. If we take 1 away, how many are left?”

Thank you!



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