

Rapid Bay Primary School – Maths Agreement

| Mental computation strategies | R | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Subitise, count all, count on, doubles | | | | | |
| Turnarounds, Rainbow Facts, Near Doubles and Friendly Numbers | | | | | |
| Bridge Through 10 and Extend Number Facts; Count on 10, 20, 30; Doubles and Near Doubles' | | | | | |
| Rainbow Facts to 100 and Friendly Numbers | | | | | |
| Landmark Numbers, Tallies, Rainbow Facts linked to Number Splitting | | | | | |
| Rounding; Round and Adjust | | | | | |
| Explicit teach | | | | | |
| Revision | | | | | |
| Maintenance | | | | | |
| Explicit teaching | | | | | |

| Big Ideas in Number | R | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|---|
| Trusting the Count- Developing flexible mental objects for the numbers 0-10 | | | | | | | | |
| Place value- The importance of moving beyond counting by ones, the structure of the base 10 number system | | | | | | | | |
| Additive to multiplicative thinking- Developing efficient mental written computation strategies | | | | | | | | |
| Partitioning- Building common fractions and decimals knowledge and confidence. | | | | | | | | |
| Proportional reasoning- Needed to solve | | | | | | | | |
| Generalisation | | | | | | | | |

Intervention practices- Having fluency across the school through agreed timeframes and curriculum outlines.

Intentionally differentiated the work to target wave 3 students through highly personalised interventions.