

Maths at Newtown Primary School

Newtown Primary School follow Power Maths’ mastery program where children build understanding gradually, think mathematically and develop resilience. The Power Maths’ lesson structure used in Years 1-5 is outlined below.

Early Years (Nursery and Reception) and Year 6 follow a different structure, which is tailored to the specific learning journeys, developmental stages and needs of the children in these phases.

Discover	The lesson begins with a problem, puzzle or real-life scenario that encourages curiosity and discussion. Children explore ideas using practical equipment, drawings or talk before formal teaching begins. This stage is about thinking and exploring, not rushing straight to the answer. Children are encouraged to notice patterns, make predictions and develop confidence in sharing ideas.
Share	Children explain and compare different methods for solving the Discover problem. Teachers guide discussion so pupils can learn from each other’s thinking and misconceptions. Children are taught multiple methods rather than one “correct” way. This develops mathematical reasoning, communication skills and flexible thinking, helping children understand <i>why</i> methods work.
Think Together	This section is a guided journey through the new concept using an “I do, we do, you do” approach. Children work collaboratively before gradually becoming more independent. Children are not expected to work independently immediately. The careful scaffolding helps all learners build secure understanding and confidence before moving on.
Independent Task	Children complete practice questions independently or in small groups, applying the skills and understanding developed earlier in the lesson. Questions usually progress in small steps to deepen fluency and reasoning. This is where children consolidate learning and demonstrate what they can do on their own. The focus is on intelligent practice and mastery, rather than completing large amounts of repetitive work.
Reflect	At the end of the lesson, children review the key concept and think about what they have learned and understood. Teachers use this stage to assess understanding and address misconceptions. Reflection encourages children to become aware of their own learning journey. It helps them recognise progress, explain their understanding and identify areas where they may still need support.

Newtown Primary School also ensures mathematical fluency through:

- **Fluent in Five** questions in every lesson, supporting the retrieval and recall of key facts, procedures and strategies;
- **Mastering Number** sessions, completed four times a week from Reception to Year 5, which are separate from the main mathematics lessons and support the development of number sense and fluency;
- **Times Table Rock Stars (TTRockstars)** to develop and secure times table fluency;
- **Numbots and Mathletics** to support targeted intervention, address gaps in learning and tackle misconceptions;
- **Pre-teaching and targeted support** to address identified gaps and ensure pupils have the knowledge and understanding needed to access new learning;
- **Assessment and responsive adaptation**, with teachers using assessment information, questioning and pupils’ responses to identify misconceptions and adapt teaching, tasks and support accordingly.