Collins

The Shanghai Maths Project

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Order a **FREE** evaluation pack today!

Created by experts, developed for UK classrooms

Help every child achieve mastery in maths!

Based on the successful Shanghai teaching approach these comprehensive resources include:

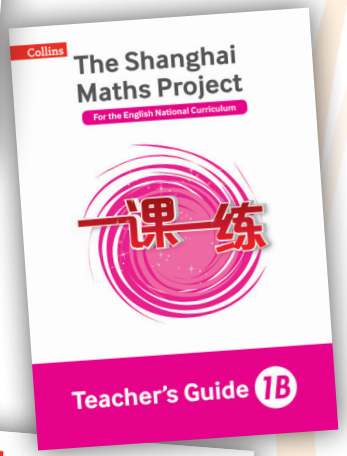
- ✓ Full Teacher Support
- ✓ New Practice Books
- ✓ High-quality textbooks
- ✓ Homework support
- ✓ Digital Resources

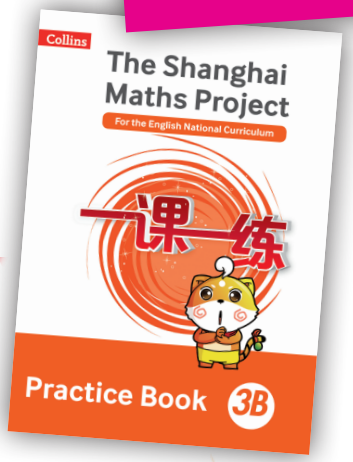
Find out more at www.collins.co.uk/TheShanghaiMathsProject

Teaching for Mastery

What is mastery?

When we use the term 'mastery' in relation to **The Shanghai Maths Project**, we mean that we want all children to achieve a thorough understanding of the concepts, procedures and skills within primary mathematics.





What does mastery look like?

Thorough understanding is evident in what pupils do and say – a concept can be seen to have been mastered when a learner:

- ✓ is able to interpret and construct multiple representations of aspects of that concept
- ✓ can communicate relevant ideas and reason clearly about that concept using appropriate mathematical language
- ✓ can solve problems using the knowledge learned in familiar and new situations, collaboratively and independently

Within **The Shanghai Maths Project**, mastery is a goal, achievable through high-quality teaching and learning experiences that include opportunities to explore, articulate thinking, conjecture, practise, clarify, apply and integrate new understandings piece-by-piece. Learning is carefully structured throughout and across the programme, with Teacher's Guides and Practice Books interwoven chapter by chapter, unit by unit, question by question providing complete coverage of the curriculum objectives for England.

For more information visit our mastery hub:
www.collins.co.uk/MathsMastery

Is a Mastery Approach to Teaching Maths Right for Me?

In our recent #PrimaryRocks online Twitter chat we found that a mastery approach to teaching is having a positive impact in schools across England. Here are some of the teachers' comments:

"Children and teachers have rediscovered a love of maths"

"Mastery deepens understanding and gives all pupils the opportunity to develop their reasoning and problem solving skills"

"The aspirations of lower ability children have been raised whilst challenging the more able pupils to explain their answers"

"Conceptual understanding is at an all-time high"

Visit our blog: freedomtoteach.collins.co.uk for a full round up of the #PrimaryRocks chat

To find out more about a mastery approach to teaching visit our webpage: www.collins.co.uk/MathsMastery

The Shanghai Method of Teaching Maths

The Shanghai method of teaching is a whole-class approach that builds thorough understanding, develops higher-order thinking and is supported by the use of high-quality textbooks. The Shanghai pedagogy is based on:

A step-by-step approach that emphasises the development of basic knowledge, skills and thorough mastery of concepts

Whole-class teaching where teachers reinforce that every pupil can achieve a high standard in maths

Skilful questioning within lessons to promote conceptual understanding. Problems are used as a starting point for teaching

Identifying and rapidly acting on misconceptions which arise through same-day intervention

Understanding is promoted through a variety of representations

'The Shanghai approach – with children taught as a whole class, building depth of understanding of the structure of mathematics, supported by the use of high-quality textbooks – is proving a hit in those schools in the country where it's been tried. And standards of maths in these schools are rising rapidly.'
Nick Gibb, Minister of State for Schools

A Shanghai maths teaching framework usually follows this lesson structure:

1. Using problems as a starting point for teaching
2. Guiding students through exploratory activities
3. Establishing variation in practice
4. Summarising
5. Modifying based on teaching objectives

The Shanghai Maths Project

The Shanghai Maths Project is a collaboration between Collins and East China Normal University Press Ltd. to adapt their bestselling maths programme *One Lesson, One Exercise* for England, using an expert team of authors and reviewers. This carefully crafted programme has been continually refined over the last 24 years, meaning that the materials have been tried and tested by teachers and children alike.

Meet the experts behind The Shanghai Maths Project

Professor Lianghuo Fan

Practice Books Series Editor

"The series will help students lay strong foundations, nurture deep learning and develop problem solving skills in mathematics." Professor Lianghuo Fan

Professor Lianghuo Fan is a Personal Chair in Education at Southampton Education School, University of Southampton, where he is also the Head of Mathematics and Science Education Research Centre. He received his MSc from East China Normal University, Shanghai and his PhD from the University of Chicago, USA. Professor Fan has extensive experience in education and research in China, USA, Singapore and now the UK.

Dr Amanda Simpson

Teacher Support Series Editor

"Teachers who work with The Shanghai Maths Project for any length of time will find that their knowledge grows and their confidence grows and this can only be good for children." Dr Amanda Simpson

Dr Amanda Simpson, is an expert in the teaching of primary mathematics and a mastery specialist. She holds a PhD in children's mathematics development, and is the former Director for Primary at the National Centre for Excellence in the Teaching of Mathematics (NCETM).

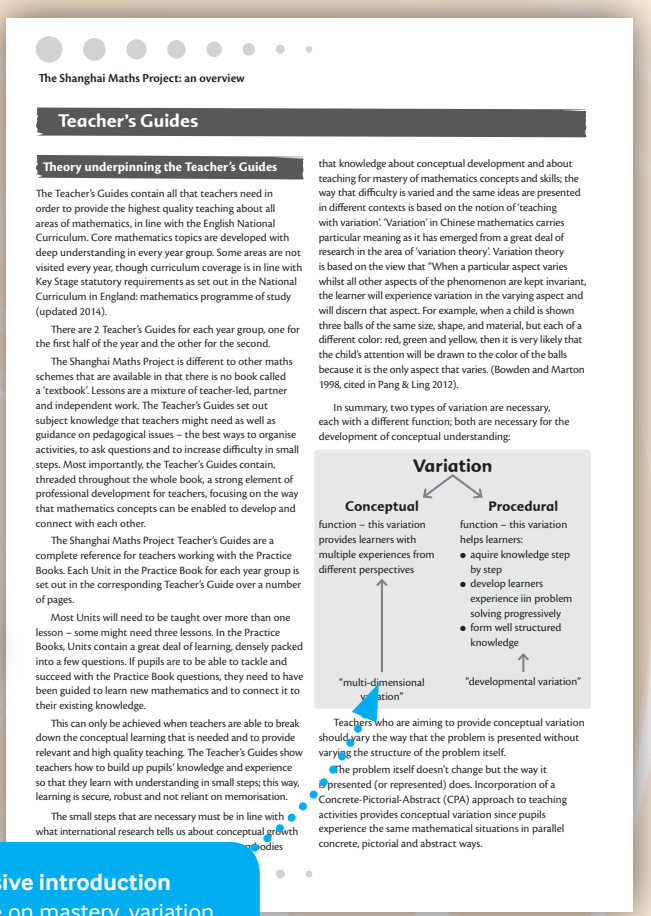
www.collins.co.uk/TheShanghaiMathsProject

Teacher Support

The NEW Shanghai Maths Project Teacher's Guides will fully support you in delivering the Maths Programme of Study as part of a mastery approach to teaching.

- The **two Teacher's Guides for each year** ensure complete coverage of the Curriculum
- A **comprehensive introduction** covering mastery guidance, variation theory and the concrete-pictorial-abstract (CPA) approach will strengthen teachers' knowledge
- Teachers will be well-supported using the recommended **teaching sequences and planning support**
- Teacher's Guides Units correspond to the Practice Book Units providing **step-by-step mastery instruction and guidance**
- Activities cover **whole-class instruction, same-day intervention and enrichment**

The Teacher's Guides can also function as an independent CPD resource for teaching for mastery



The Shanghai Maths Project: an overview

Teacher's Guides

Theory underpinning the Teacher's Guides

The Teacher's Guides contain all that teachers need in order to provide the highest quality teaching about all areas of mathematics, in line with the English National Curriculum. Core mathematics topics are developed with deep understanding in every year group. Some areas are not visited every year, though curriculum coverage is in line with Key Stage statutory requirements as set out in the National Curriculum in England: mathematics programme of study (updated 2014).

There are 2 Teacher's Guides for each year group, one for the first half of the year and the other for the second.

The Shanghai Maths Project is different to other maths schemes that are available in that there is no book called a 'textbook'. Lessons are a mixture of teacher-led, partner and independent work. The Teacher's Guides set out subject knowledge that teachers might need as well as guidance on pedagogical issues – the best ways to organise activities, to ask questions and to increase difficulty in small steps. Most importantly, the Teacher's Guides contain, threaded throughout the whole book, a strong element of professional development for teachers, focusing on the way that mathematics concepts can be enabled to develop and connect with each other.

The Shanghai Maths Project Teacher's Guides are a complete reference for teachers working with the Practice Books. Each Unit in the Practice Book for each year group is set out in the corresponding Teacher's Guide over a number of pages.

Most Units will need to be taught over more than one lesson – some might need three lessons. In the Practice Books, Units contain a great deal of learning, densely packed into a few questions. If pupils are to be able to tackle and succeed with the Practice Book questions, they need to have been guided to learn new mathematics and to connect it to their existing knowledge.

This can only be achieved when teachers are able to break down the conceptual learning that is needed and to provide relevant and high quality teaching. The Teacher's Guides show teachers how to build up pupils' knowledge and experience so that they learn with understanding in small steps; this way, learning is secure, robust and not reliant on memorisation.

The small steps that are necessary must be in line with what international research tells us about conceptual [illegible] bodies that knowledge about conceptual development and about teaching for mastery of mathematics concepts and skills; the way that difficulty is varied and the same ideas are presented in different contexts is based on the notion of 'teaching with variation'. 'Variation' in Chinese mathematics carries particular meaning as it has emerged from a great deal of research in the area of 'variation theory'. Variation theory is based on the view that "When a particular aspect varies whilst all other aspects of the phenomenon are kept invariant, the learner will experience variation in the varying aspect and will discern that aspect. For example, when a child is shown three balls of the same size, shape, and material, but each of a different color: red, green and yellow, then it is very likely that the child's attention will be drawn to the color of the balls because it is the only aspect that varies. (Bowden and Marton 1998, cited in Pang & Ling 2012).

In summary, two types of variation are necessary, each with a different function; both are necessary for the development of conceptual understanding:

Variation

Conceptual function – this variation provides learners with multiple experiences from different perspectives

"multi-dimensional [illegible]ation"

Procedural function – this variation helps learners:
- aquire knowledge step by step
- develop learners experience iin problem solving progressively
- form well structured knowledge

"developmental variation"

Teachers who are aiming to provide conceptual variation should vary the way that the problem is presented without varying the structure of the problem itself.

The problem itself doesn't change but the way it is presented (or represented) does. Incorporation of a Concrete-Pictorial-Abstract (CPA) approach to teaching activities provides conceptual variation since pupils experience the same mathematical situations in parallel concrete, pictorial and abstract ways.

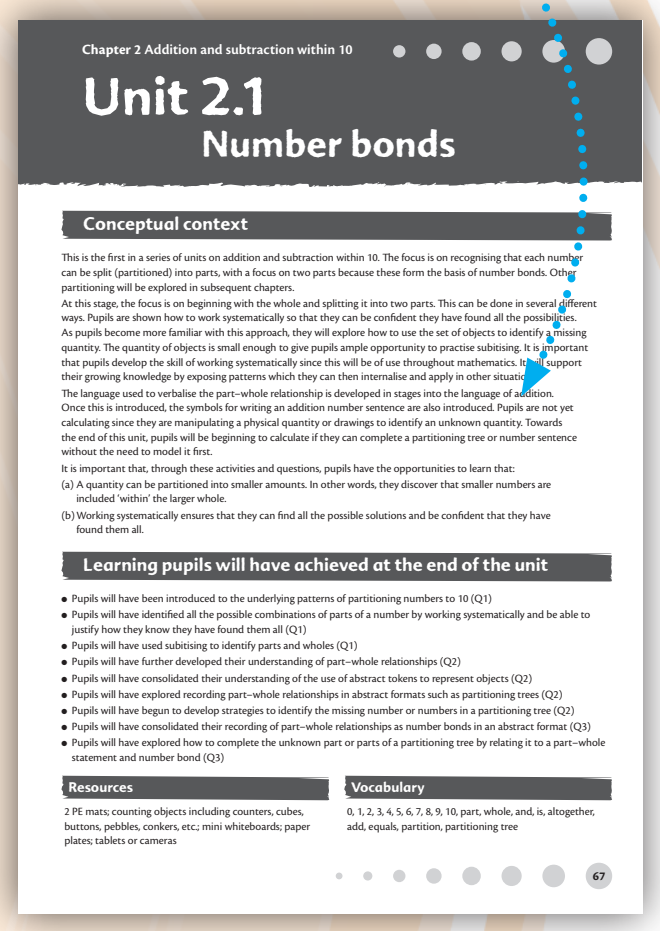
The **Comprehensive introduction** includes guidance on mastery, variation theory, the concrete-pictorial-abstract (CPA) approach, recommended teaching sequence and planning support.

Teacher Support

Conceptual contexts summarise the conceptual learning that will take place in each Unit and provide explanations of mathematical contexts.

The **What learning...** section indicates how skills and concepts will have formed and developed during work on particular questions within a Unit.

2 Teacher's Guides per year group



Chapter 2 Addition and subtraction within 10

Unit 2.1 Number bonds

Conceptual context

This is the first in a series of units on addition and subtraction within 10. The focus is on recognising that each number can be split (partitioned) into parts, with a focus on two parts because these form the basis of number bonds. Other partitioning will be explored in subsequent chapters.

At this stage, the focus is on beginning with the whole and splitting it into two parts. This can be done in several different ways. Pupils are shown how to work systematically so that they can be confident they have found all the possibilities. As pupils become more familiar with this approach, they will explore how to use the set of objects to identify a missing quantity. The quantity of objects is small enough to give pupils ample opportunity to practise subitising. It is important that pupils develop the skill of working systematically since this will be of use throughout mathematics. It will support their growing knowledge by exposing patterns which they can then internalise and apply in other situations.

The language used to verbalise the part–whole relationship is developed in stages into the language of addition. Once this is introduced, the symbols for writing an addition number sentence are also introduced. Pupils are not yet calculating since they are manipulating a physical quantity or drawings to identify an unknown quantity. Towards the end of this unit, pupils will be beginning to calculate if they can complete a partitioning tree or number sentence without the need to model it first.

It is important that, through these activities and questions, pupils have the opportunities to learn that:

(a) A quantity can be partitioned into smaller amounts. In other words, they discover that smaller numbers are included 'within' the larger whole.

(b) Working systematically ensures that they can find all the possible solutions and be confident that they have found them all.

Learning pupils will have achieved at the end of the unit

- Pupils will have been introduced to the underlying patterns of partitioning numbers to 10 (Q1)
- Pupils will have identified all the possible combinations of parts of a number by working systematically and be able to justify how they know they have found them all (Q1)
- Pupils will have used subitising to identify parts and wholes (Q1)
- Pupils will have further developed their understanding of part–whole relationships (Q2)
- Pupils will have consolidated their understanding of the use of abstract tokens to represent objects (Q2)
- Pupils will have explored recording part–whole relationships in abstract formats such as partitioning trees (Q2)
- Pupils will have begun to develop strategies to identify the missing number or numbers in a partitioning tree (Q2)
- Pupils will have consolidated their recording of part–whole relationships as number bonds in an abstract format (Q3)
- Pupils will have explored how to complete the unknown part or parts of a partitioning tree by relating it to a part–whole statement and number bond (Q3)

Resources

2 PE mats; counting objects including counters, cubes, buttons, pebbles, conkers, etc.; mini whiteboards; paper plates; tablets or cameras

Vocabulary

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, part, whole, and, is, altogether, add, equals, partition, partitioning tree

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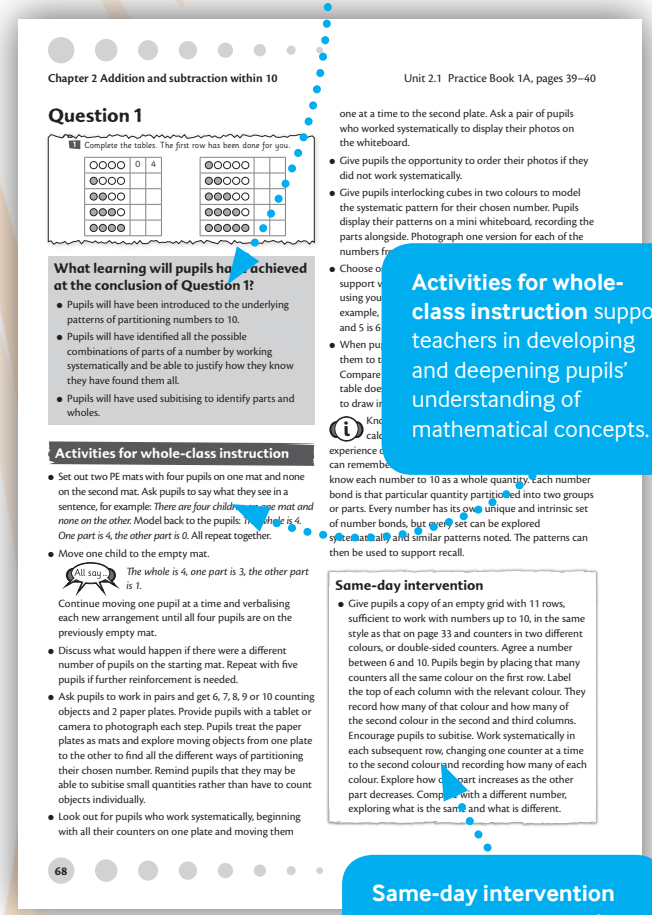

Chapter 2 Addition and subtraction within 10 — Unit 2.1 Practice Book 1A, pages 39–40

Question 1

1 Complete the tables. The first row has been done for you.

What learning will pupils have achieved at the conclusion of Question 1?

- Pupils will have been introduced to the underlying patterns of partitioning numbers to 10.
- Pupils will have identified all the possible combinations of parts of a number by working systematically and be able to justify how they know they have found them all.
- Pupils will have used subitising to identify parts and wholes.

Activities for whole-class instruction

- Set out two PE mats with four pupils on one mat and none on the second mat. Ask pupils to say what they see in a sentence, for example: *There are four children on one mat and none on the other.* Model back to the pupils: *The whole is 4. One part is 4, the other part is 0.* All repeat together.
- Move one child to the empty mat.

All say: *The whole is 4, one part is 3, the other part is 1.*

Continue moving one pupil at a time and verbalising each new arrangement until all four pupils are on the previously empty mat.

- Discuss what would happen if there were a different number of pupils on the starting mat. Repeat with five pupils if further reinforcement is needed.
- Ask pupils to work in pairs and get 6, 7, 8, 9 or 10 counting objects and 2 paper plates. Provide pupils with a tablet or camera to photograph each step. Pupils treat the paper plates as mats and explore moving objects from one plate to the other to find all the different ways of partitioning their chosen number. Remind pupils that they may be able to subitise small quantities rather than have to count objects individually.
- Look out for pupils who work systematically, beginning with all their counters on one plate and moving them one at a time to the second plate. Ask a pair of pupils who worked systematically to display their photos on the whiteboard.
- Give pupils the opportunity to order their photos if they did not work systematically.
- Give pupils interlocking cubes in two colours to model the systematic pattern for their chosen number. Pupils display their patterns on a mini whiteboard, recording the parts alongside. Photograph one version for each of the numbers fr
- Choose o support t using you example, and 5 is 6
- When pu them to t Compare table doe to draw i

Kn cal experience can remembe know each number to 10 as a whole quantity. Each number bond is that particular quantity partitioned into two groups or parts. Every number has its own unique and intrinsic set of number bonds, but every set can be explored systematically and similar patterns noted. The patterns can then be used to support recall.

Same-day intervention

- Give pupils a copy of an empty grid with 11 rows, sufficient to work with numbers up to 10, in the same style as that on page 33 and counters in two different colours, or double-sided counters. Agree a number between 6 and 10. Pupils begin by placing that many counters all the same colour on the first row. Label the top of each column with the relevant colour. They record how many of that colour and how many of the second colour in the second and third columns. Encourage pupils to subitise. Work systematically in each subsequent row, changing one counter at a time to the second colour and recording how many of each colour. Explore how one part increases as the other part decreases. Compare with a different number, exploring what is the same and what is different.

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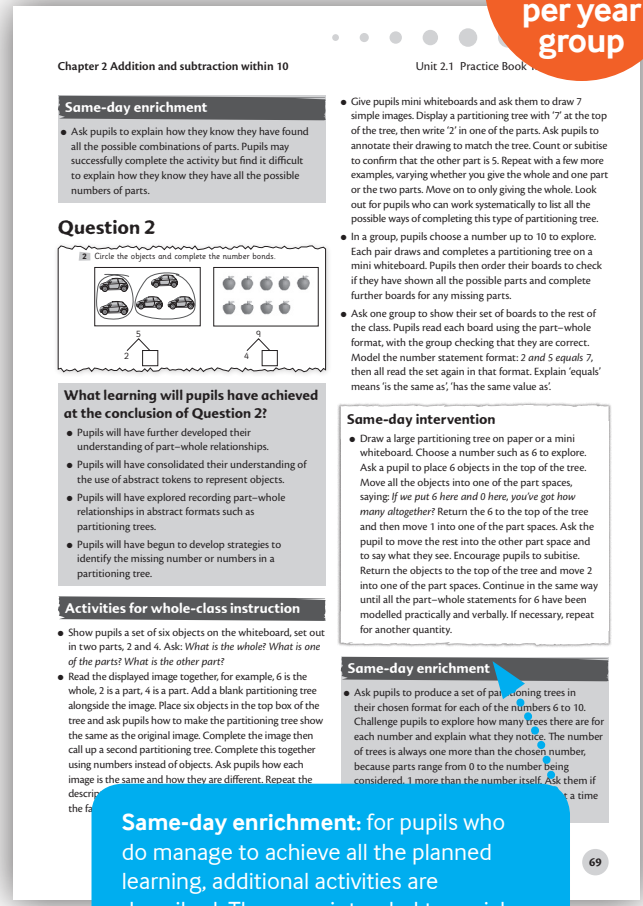
Activities for whole-class instruction support teachers in developing and deepening pupils' understanding of mathematical concepts.

Same-day intervention activities are provided for pupils in every Unit.



Chapter 2 Addition and subtraction within 10 — Unit 2.1 Practice Book 1A, pages 39–40

Same-day enrichment

- Ask pupils to explain how they know they have found all the possible combinations of parts. Pupils may successfully complete the activity but find it difficult to explain how they know they have all the possible numbers of parts.

Question 2

2 Circle the objects and complete the number bonds.

What learning will pupils have achieved at the conclusion of Question 2?

- Pupils will have further developed their understanding of part–whole relationships.
- Pupils will have consolidated their understanding of the use of abstract tokens to represent objects.
- Pupils will have explored recording part–whole relationships in abstract formats such as partitioning trees.
- Pupils will have begun to develop strategies to identify the missing number or numbers in a partitioning tree.

Activities for whole-class instruction

- Show pupils a set of six objects on the whiteboard, set out in two parts, 2 and 4. Ask: *What is the whole? What is one of the parts? What is the other part?*
- Read the displayed image together, for example, 6 is the whole, 2 is a part, 4 is a part. Add a blank partitioning tree alongside the image. Place six objects in the top box of the tree and ask pupils how to make the partitioning tree show the same as the original image. Complete the image then call up a second partitioning tree. Complete this together using numbers instead of objects. Ask pupils how each image is the same and how they are different. Repeat the descri the fa
- Give pupils mini whiteboards and ask them to draw 7 simple images. Display a partitioning tree with '7' at the top of the tree, then write '2' in one of the parts. Ask pupils to annotate their drawing to match the tree. Count or subitise to confirm that the other part is 5. Repeat with a few more examples, varying whether you give the whole and one part or the two parts. Move on to only giving the whole. Look out for pupils who can work systematically to list all the possible ways of completing this type of partitioning tree.
- In a group, pupils choose a number up to 10 to explore. Each pair draws and completes a partitioning tree on a mini whiteboard. Pupils then order their boards to check if they have shown all the possible parts and complete further boards for any missing parts.
- Ask one group to show their set of boards to the rest of the class. Pupils read each board using the part–whole format, with the group checking that they are correct. Model the number statement format: *2 and 5 equals 7*, then all read the set again in that format. Explain 'equals' means 'is the same as', 'has the same value as'.

Same-day intervention

- Draw a large partitioning tree on paper or a mini whiteboard. Choose a number such as 6 to explore. Ask a pupil to place 6 objects in the top of the tree. Move all the objects into one of the part spaces, saying: *If we put 6 here and 0 here, you've got how many altogether?* Return the 6 to the top of the tree and then move 1 into one of the part spaces. Ask the pupil to move the rest into the other part space and to say what they see. Encourage pupils to subitise. Return the objects to the top of the tree and move 2 into one of the part spaces. Continue in the same way until all the part–whole statements for 6 have been modelled practically and verbally. If necessary, repeat for another quantity.

Same-day enrichment

- Ask pupils to produce a set of partitioning trees in their chosen format for each of the numbers 6 to 10. Challenge pupils to explore how many trees there are for each number and explain what they notice. The number of trees is always one more than the chosen number, because parts range from 0 to the number being considered, 1 more than the number itself. Ask them if t a time

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Same-day enrichment: for pupils who do manage to achieve all the planned learning, additional activities are described. These are intended to enrich and extend the learning of the Unit.

Sample pages from *Teacher's Guide 1A*

www.collins.co.uk/TheShanghaiMathsProject

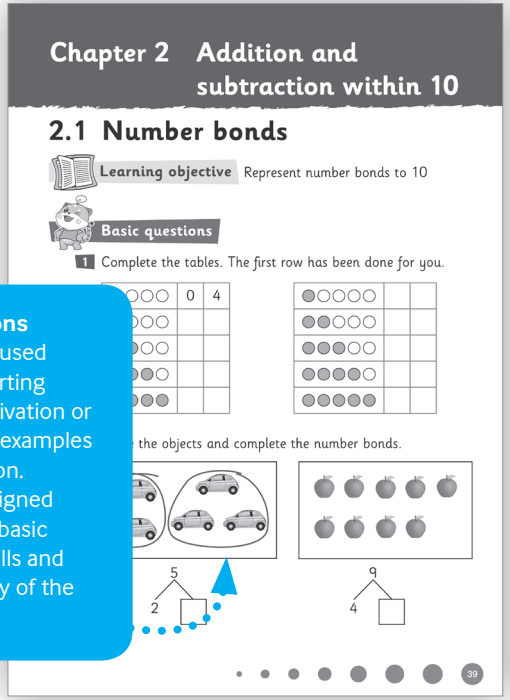
Pupil Resources

The Shanghai Maths Project Practice Books and Learner Books will enable all your pupils to fully master the Maths Programme of Study.

Practice Books 2nd Editions

- With graded arithmetic exercises and varied practice of key concepts, the Practice Books promote **deep learning and develop higher order thinking**
- Your pupils will practice their maths skills through exercises which build upon small steps of **carefully measured progression**
- The end of unit tests and an end of year test **provide opportunities for pupils to consolidate their learning**

2 Practice Books per year group


Chapter 2 Addition and subtraction within 10

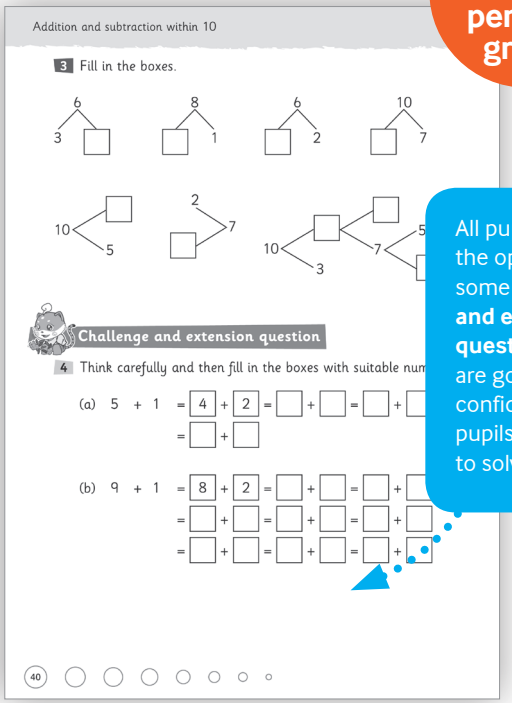
2.1 Number bonds

Learning objective Represent number bonds to 10

Basic questions

1 Complete the tables. The first row has been done for you.

the objects and complete the number bonds.


Addition and subtraction within 10

3 Fill in the boxes.

Challenge and extension question

4 Think carefully and then fill in the boxes with suitable num

The **Basic questions** section should be used for all pupils as starting questions, for motivation or introduction or as examples for clear explanation. This section is designed to develop pupils' basic knowledge and skills and encourage mastery of the concepts.

All pupils should be given the opportunity to solve some of the '**Challenge and extension questions**', which are good for building confidence, but not all pupils should be required to solve them.

Sample pages from *Practice Book 1A*

***Teach Primary* review of the 1st edition Practice Books:**

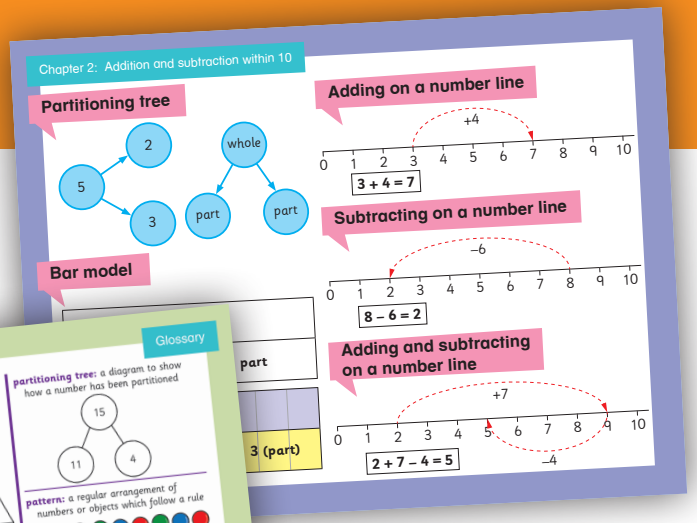
'[The Practice Books] are of exceptionally high-quality and thoroughly researched. The maths isn't oversimplified, but you'll find plenty of visual representations to help children make sense of ideas...Workbooks like these could help turn around the UK's well-documented failures in basic numeracy.'

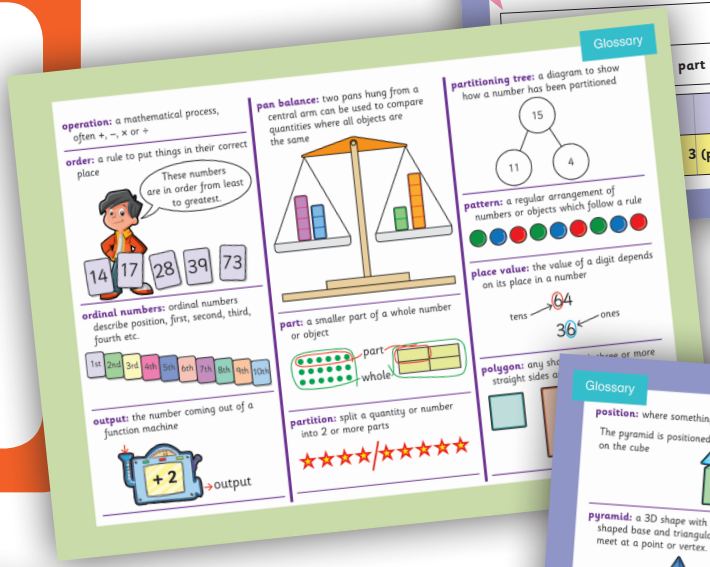
Pupil Resources

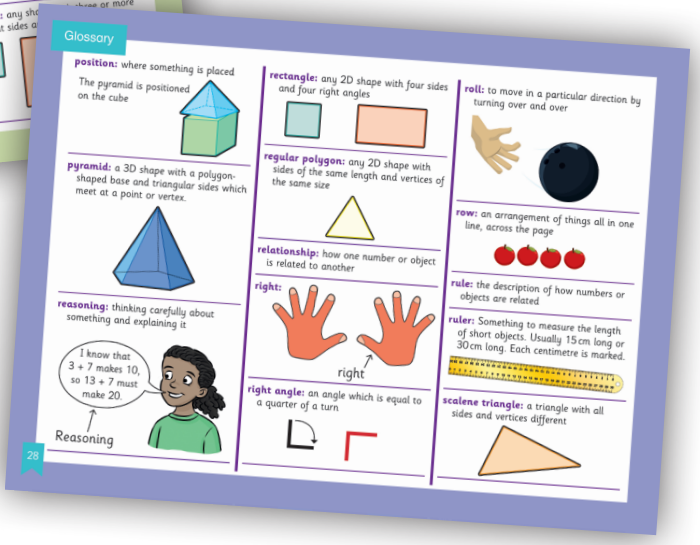
Learner Books

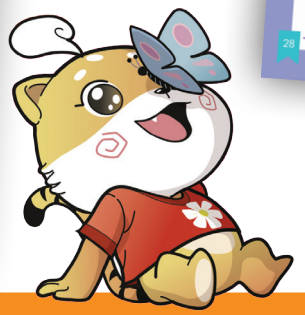
These pupil textbooks provide further support for pupils when using the Practice Books.

- All the **maths facts and images** that children need to master the Maths Programme of Study for each year are included
- **A full pictorial glossary** of mathematical terms provides definitions and images to explain key mathematical vocabulary









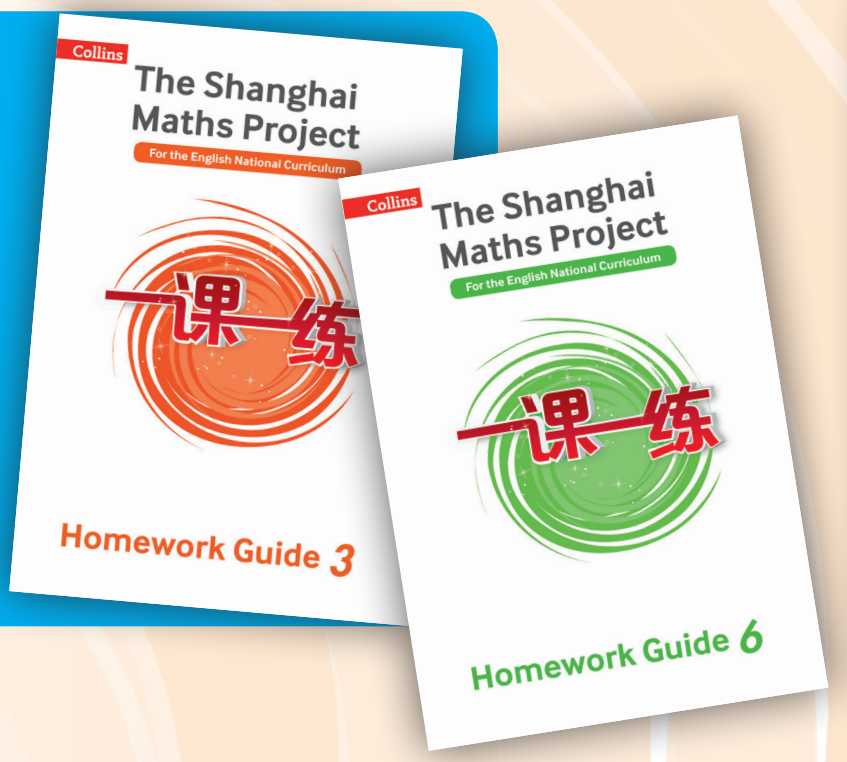
Sample pages from *Learner Book 1*

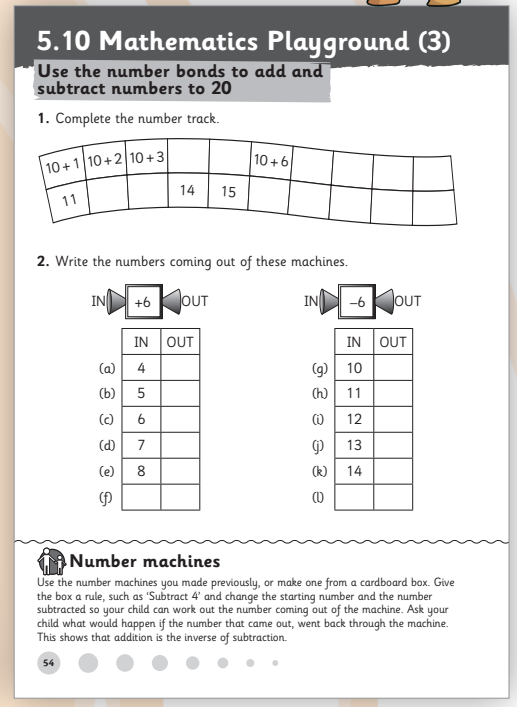
www.collins.co.uk/TheShanghaiMathsProject

Homework Guides and Digital Resources on Collins Connect

Homework Guides

- A photocopiable master book for each year to **support classroom and home learning**
- Exercises are directly linked to the Practice Book Units allowing pupils to **consolidate learning at home**
- A **home activity is included on each page** providing an idea for practical maths that a parent or guardian can do with the child





5.10 Mathematics Playground (3)

Use the number bonds to add and subtract numbers to 20

1. Complete the number track.

10 + 1	10 + 2	10 + 3			10 + 6				
11			14	15					

2. Write the numbers coming out of these machines.

IN +6 OUT

	IN	OUT
(a)	4	
(b)	5	
(c)	6	
(d)	7	
(e)	8	
(f)		

IN −6 OUT

	IN	OUT
(g)	10	
(h)	11	
(i)	12	
(j)	13	
(k)	14	
(l)		

Number machines

Use the number machines you made previously, or make one from a cardboard box. Give the box a rule, such as 'Subtract 4' and change the starting number and the number subtracted so your child can work out the number coming out of the machine. Ask your child what would happen if the number that came out, went back through the machine. This shows that addition is the inverse of subtraction.

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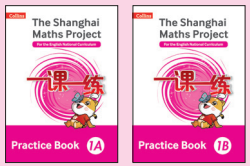
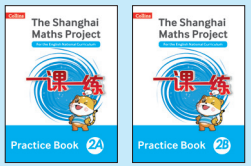
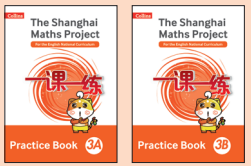
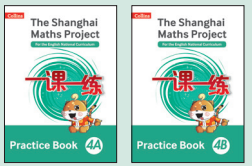
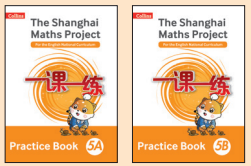
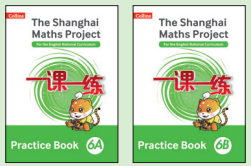
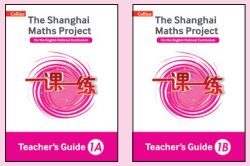
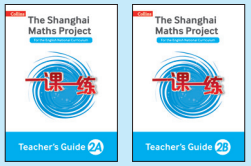
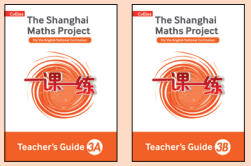
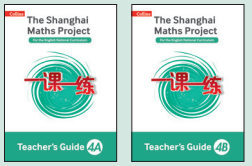
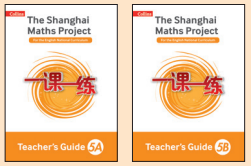
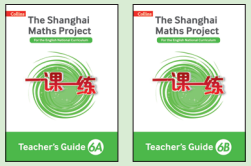
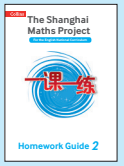
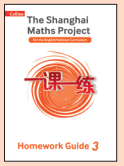
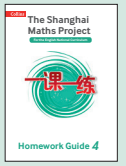
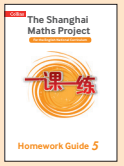
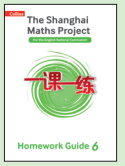
Sample page from *Homework Guide 1*

Digital Resources on Collins Connect

- **PDF and editable word versions** of the Teacher's Guides and Homework Guides provide flexibility allowing you to tailor resources to suit your pupils' needs
- Plan lessons effectively using the **Planning Tool**
- Ensure coverage of the National Curriculum using the **Record-Keeping Tool**
- Engage your pupils through **interactive maths tools, slides, resource sheets and images**
- **Book view** enables you to display the Learner Book on the whiteboard, ideal for front-of-class teaching

How is The Shanghai Maths Project Structured?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practice Books 2nd Editions						
Teacher's Guides						
Homework Guides						
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