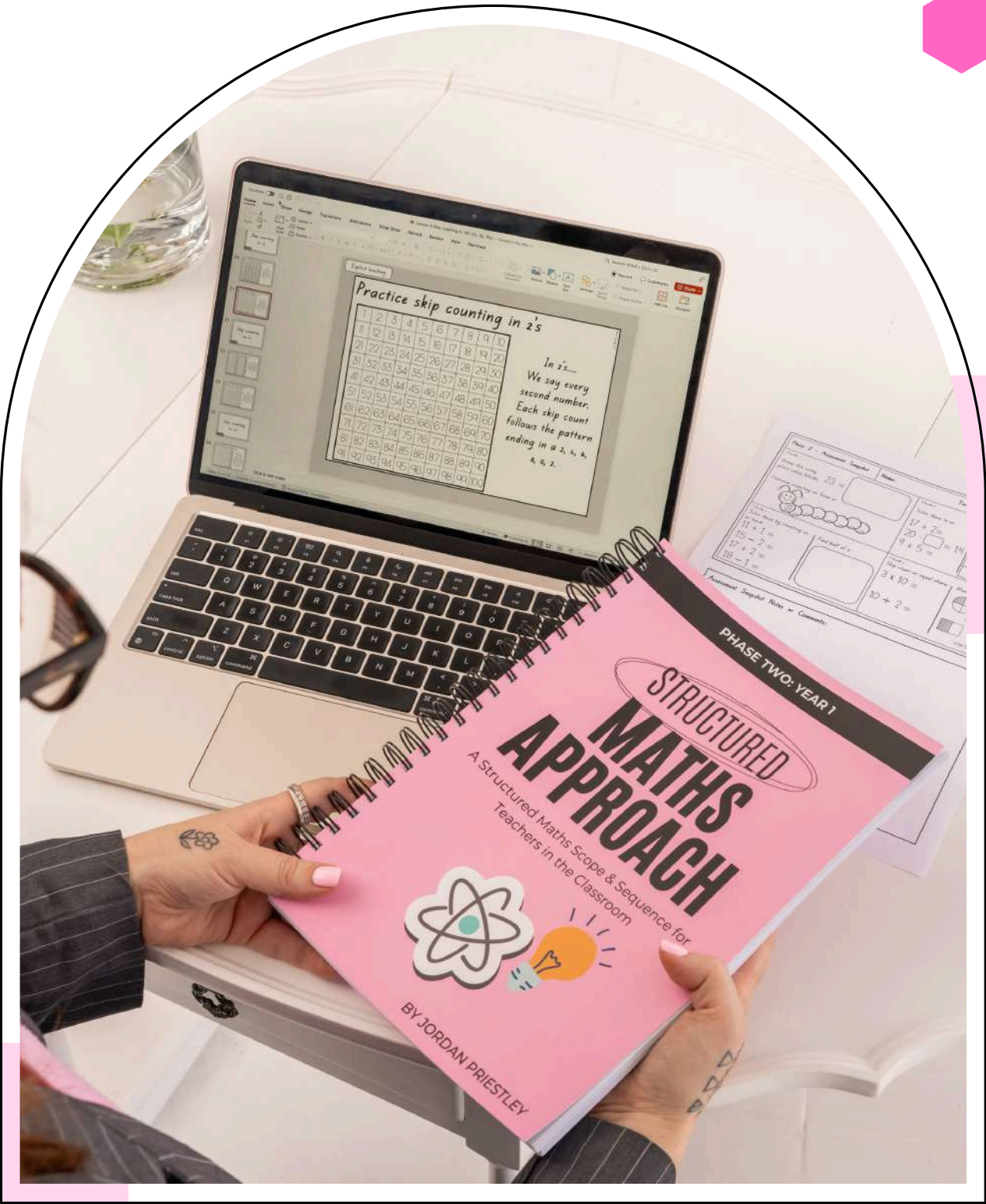
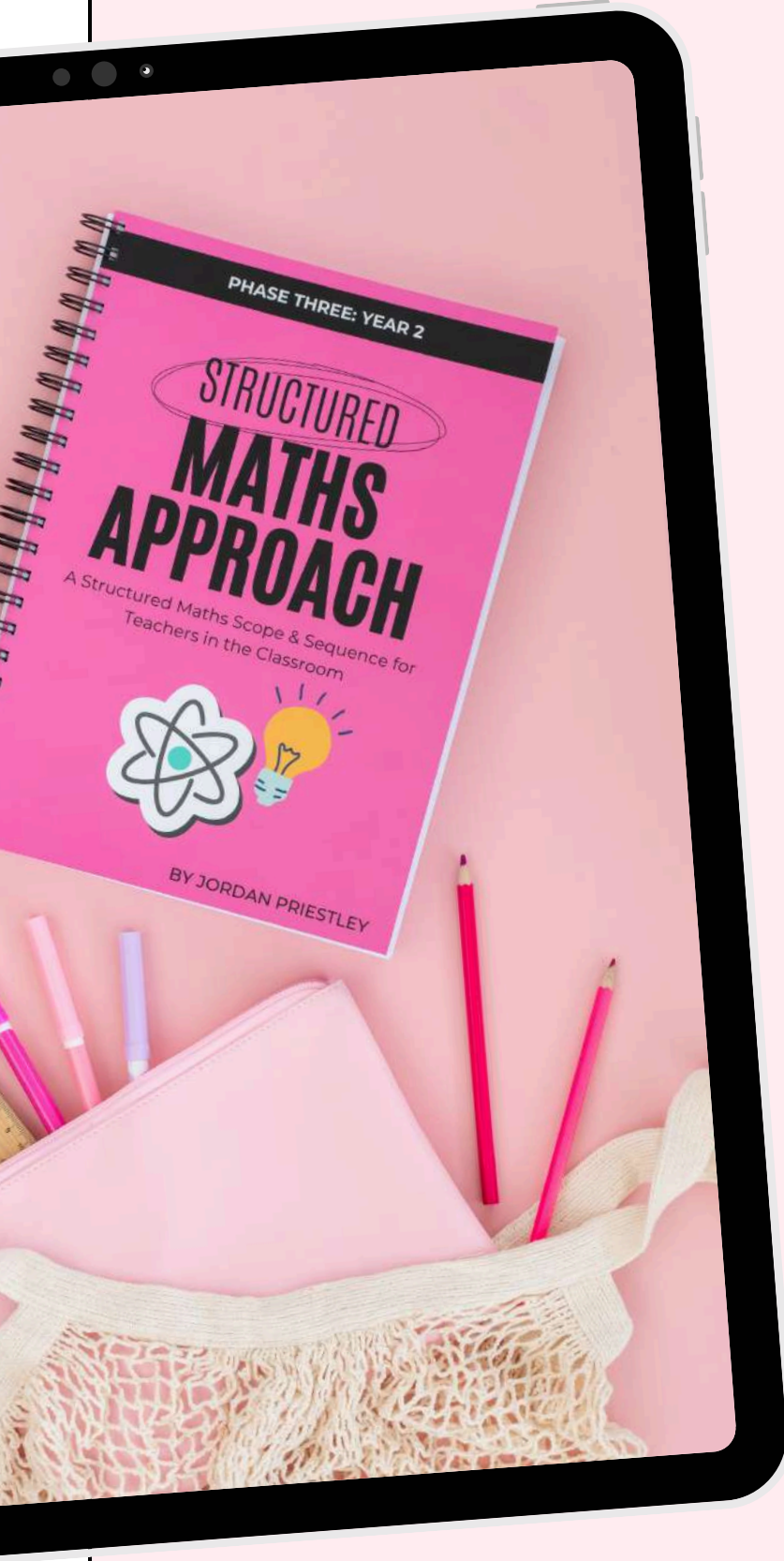


Structured Maths Approach

An overview for parents
An introduction to Structured Maths Approach

Created by Jordan Priestley





Structured

Providing a clear pathway, structure,
scope and sequence

Maths

Through the Maths curriculum area

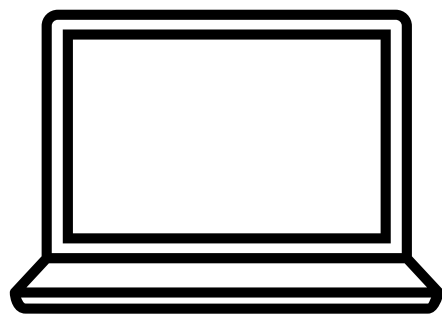
Approach

Not a curriculum, programme, strategy
or framework. But an approach to guide
you through the learning.

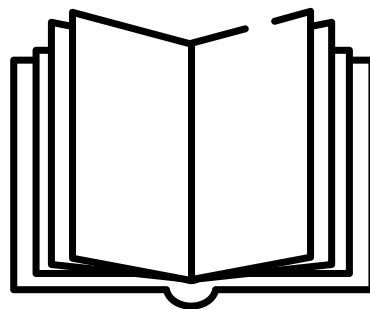
Structured Maths Approach



Clear progression of learning

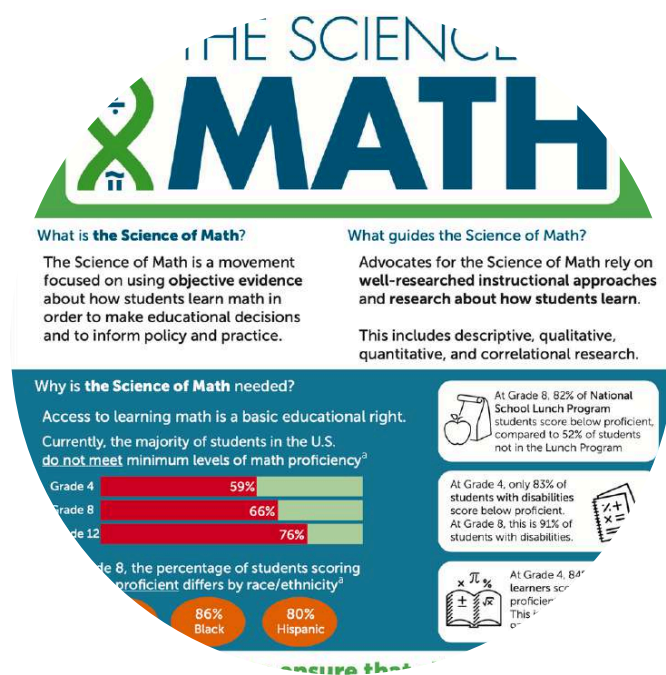


All inclusive resource for teachers
in the classroom

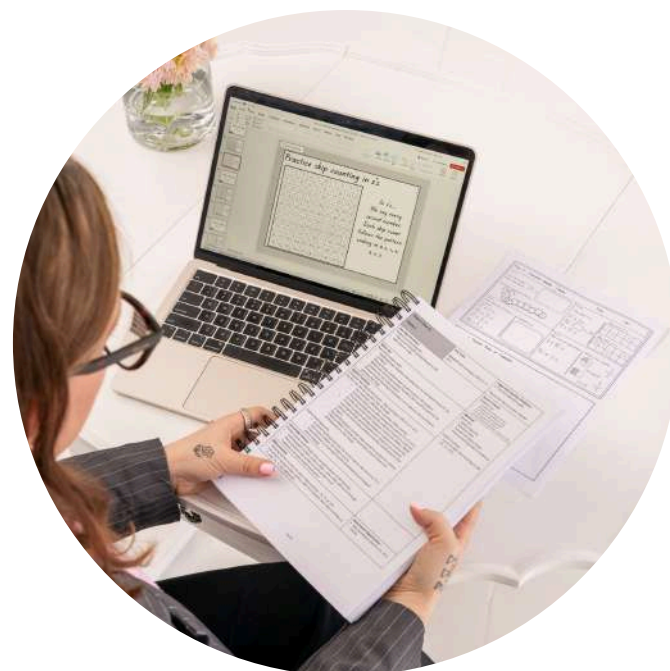


Links to New Zealand Curriculum

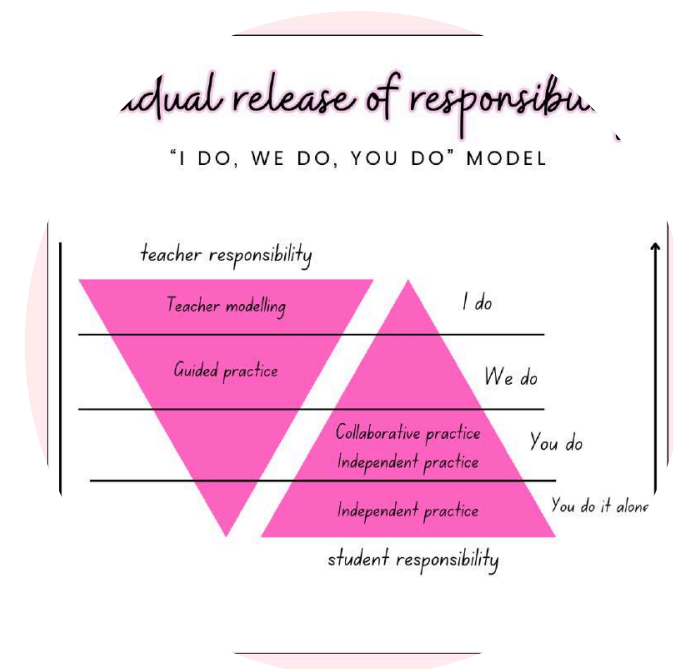
Structured Maths Approach Five Pillars of success



Science of Maths
informed



Explicit Instruction



Gradual Release of
Responsibility



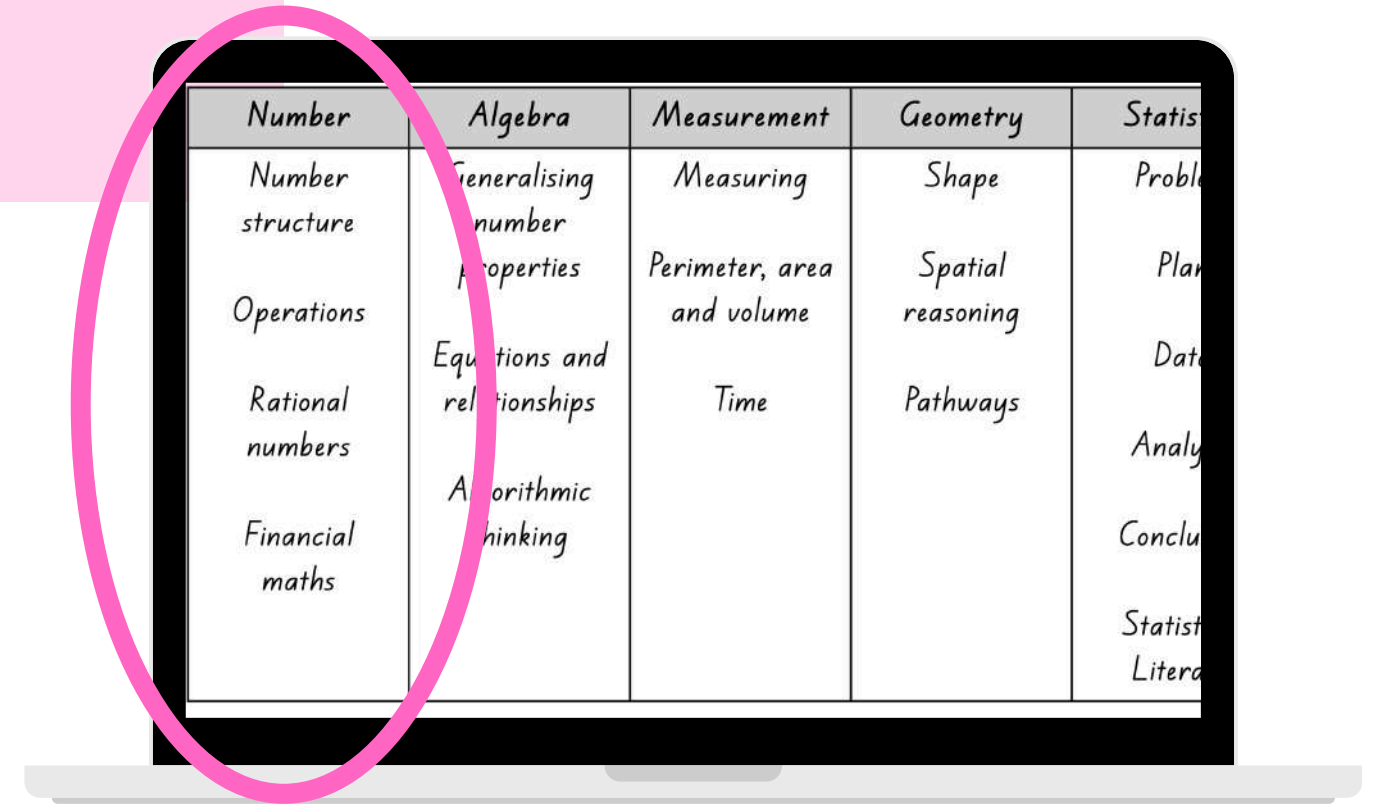
NZ Curriculum aligned



Resource inclusive

Curriculum Links

- Phase One-Nine (Year 0-8) aligns to number strand from the New Zealand curriculum
- Provides explicitly taught learning outcomes
- Ongoing work on other strand resources for teachers and students to cover the entire curriculum



Number	Algebra	Measurement	Geometry	Statistics
Number structure	Generalising number properties	Measuring	Shape	Problem solving
Operations		Perimeter, area and volume	Spatial reasoning	Planning
Rational numbers	Equations and relationships	Time	Pathways	Data
Financial maths	Algorithmic thinking			Analysis
				Conclusion
				Statistical Literacy

Year	0	1	2	3	4	5	6	7	8
New Zealand Curriculum Phases	1				2			3	
Structured Maths Approach Resource Phase	1	2	3	4	5	6	7	8	9

Phase Two Year 4-6 Progress Steps

		During year 4	SMA Phase Five (Year 4)
Number	Number structure	skip count from any multiple of 100, forwards or backwards in 25s and 50s	Lesson 1 - Numbers 1-10,000
		identify, read, write, compare, and order whole numbers up to 10,000, and represent them using base 10 structure	Lesson 2 - FNWS to 10,000 Lesson 3 - BMWS from 10,000 Lesson 4 - Ordering numbers to 10,000 Lesson 5 - Place value (decomposing and composing) Lesson 6 - Representing numbers to 10,000
	Operations	use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	Lesson 8 - Rounding numbers SMA Basic facts slides
		round whole numbers to the nearest thousand, hundred, or ten	
		add and subtract two- and three-digit numbers	Lesson 10 - Addition and subtraction (whole numbers) Lesson 12 - Word problems using addition and subtraction
		recall multiplication and corresponding division facts for 4s and 6s	Lesson 7 - Times table facts (2's, 5's, 10's, 3's, 6's, 4's) Lesson 18 - Times table facts (2's, 5's, 10's, 3's, 6's, 4's) SMA Basic facts slides
		multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., 23×5 , 7×8)	Lesson 14 - Multiply by 1 and 2 digit numbers Lesson 17 - Word problems using multiplication and division
		divide up to a three-digit whole number by a one-digit divisor, with no remainder (e.g., $65 \div 5$)	Lesson 15 - Divide with a single digit and no remainders Lesson 16 - Divide to a decimal Lesson 17 - Word problems using multiplication and division
	Rational	identify, read, write, and represent tenths as fractions and decimals	Lesson 9 - Decimals (reading, writing, ordering) Lesson 19 - Fractions (reading, writing, ordering, representing)
		compare and order tenths as fractions and decimals, and convert decimal tenths to fractions (e.g., $0.3 = 3/10$)	
		divide whole numbers by 10 to make decimals	Lesson 16 - Divide to a decimal
		for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: - compare and order the fractions - identify when two fractions are equivalent by directly comparing them, noticing the simplest form (e.g., $3/6 = 1/2$, which is the simplest form) convert (using number lines) between mixed numbers and improper	Lesson 19 - Fractions (reading, writing, ordering, representing) Lesson 21 - Equivalent fractions Lesson 22 - Fractions greater than 1 Lesson 23 - Fractions on a number line Lesson 22 - Fractions greater than 1

- Deep coverage and unpacking of the curriculum progress outcomes so teachers and students have the skills they need over the years at school
- Teachers use regular assessment, OTJ's and in class sessions on the next steps with using Structured Maths Approach.

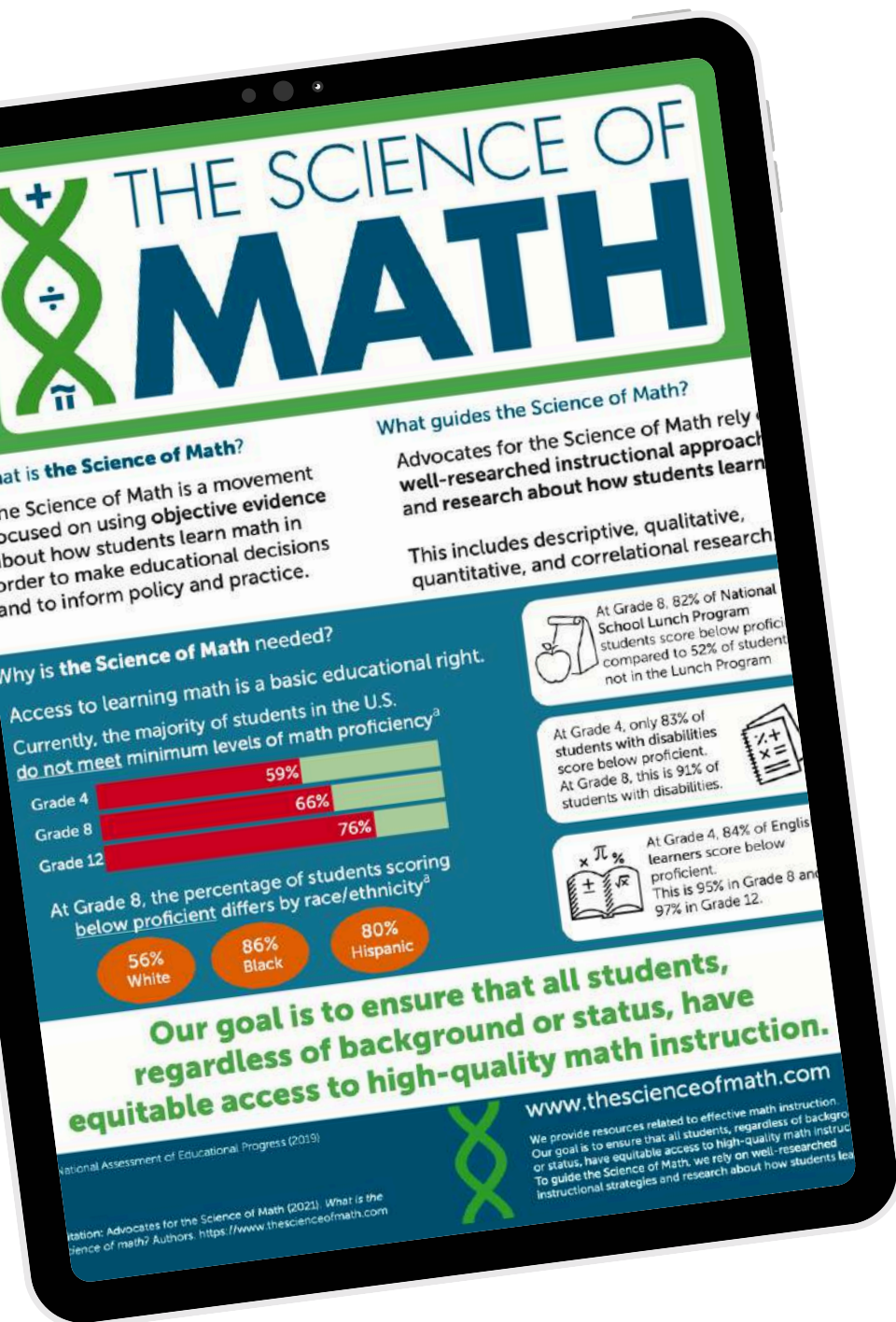
Research SMA informed by...

Science of Maths

The Science of Math is a movement focused on using objective evidence about how students learn math to make educational decisions and to inform policy and practice.

To help students achieve math proficiency, teachers should:

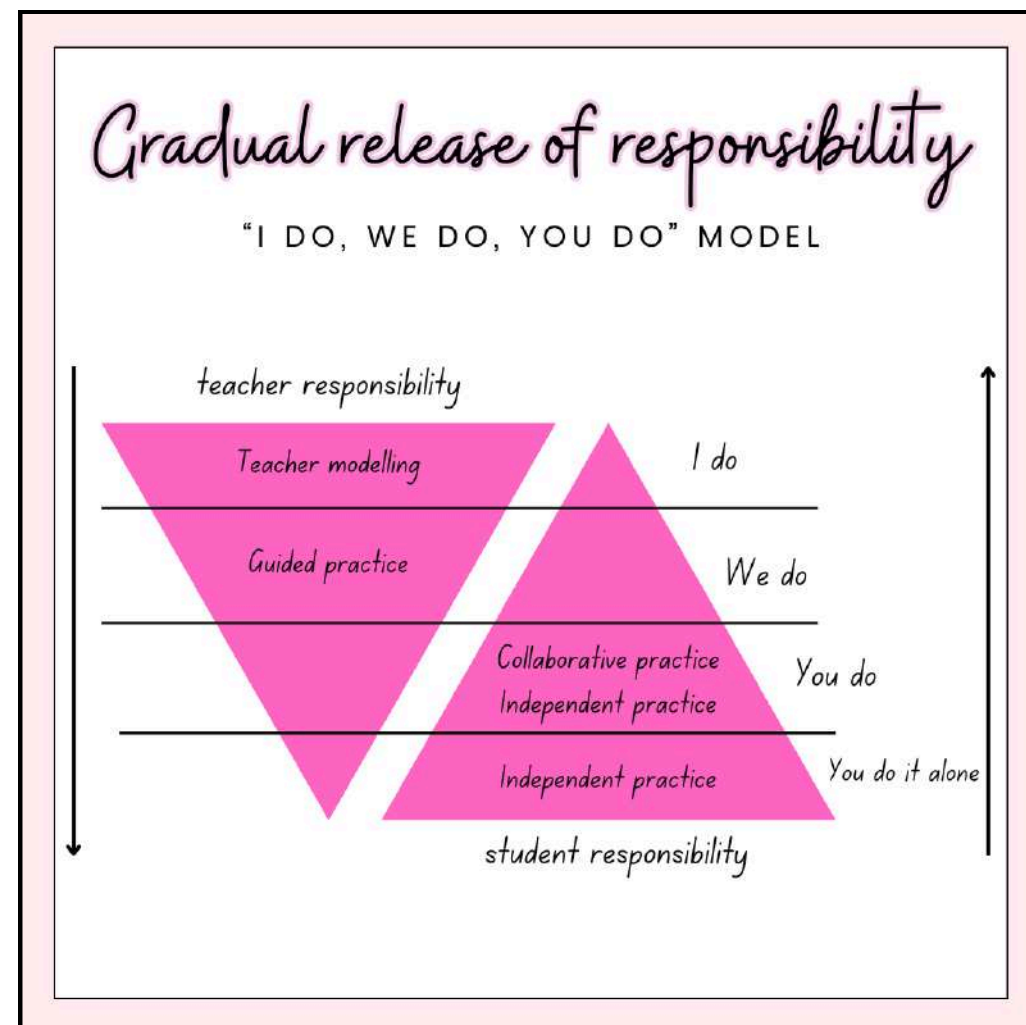
- Use a focused, coherent progression of math learning with emphasis is on proficiency in key topics
 - Develop conceptual understanding, procedural fluency, and problem-solving skills at the same time
 - Use multiple approaches to meet the needs of students; explicit instruction should be used during routine core instruction and supplemental instruction
 - Use formative assessment on a regular basis to assess student learning
 - Focus on proficiency with whole numbers, fractions, geometry, and measurement; these are critical for algebra
- Reference: [Link here](#)



Research SMA informed by...

I do, we do, you do model

The I Do We Do You Do model is based upon the gradual release of responsibility from teacher to student.



The I Do – We Do – You Do model:

- *Helps all students to master what they need to learn*
- *Suits novice learners (which most students are)*
- *Nurtures self-efficacy*
- *Reduces task anxiety*

Students feel less anxious due to the clear modelling and the scaffolded opportunities to practice. These same factors help students to experience independent success, which in turn builds their self-efficacy.

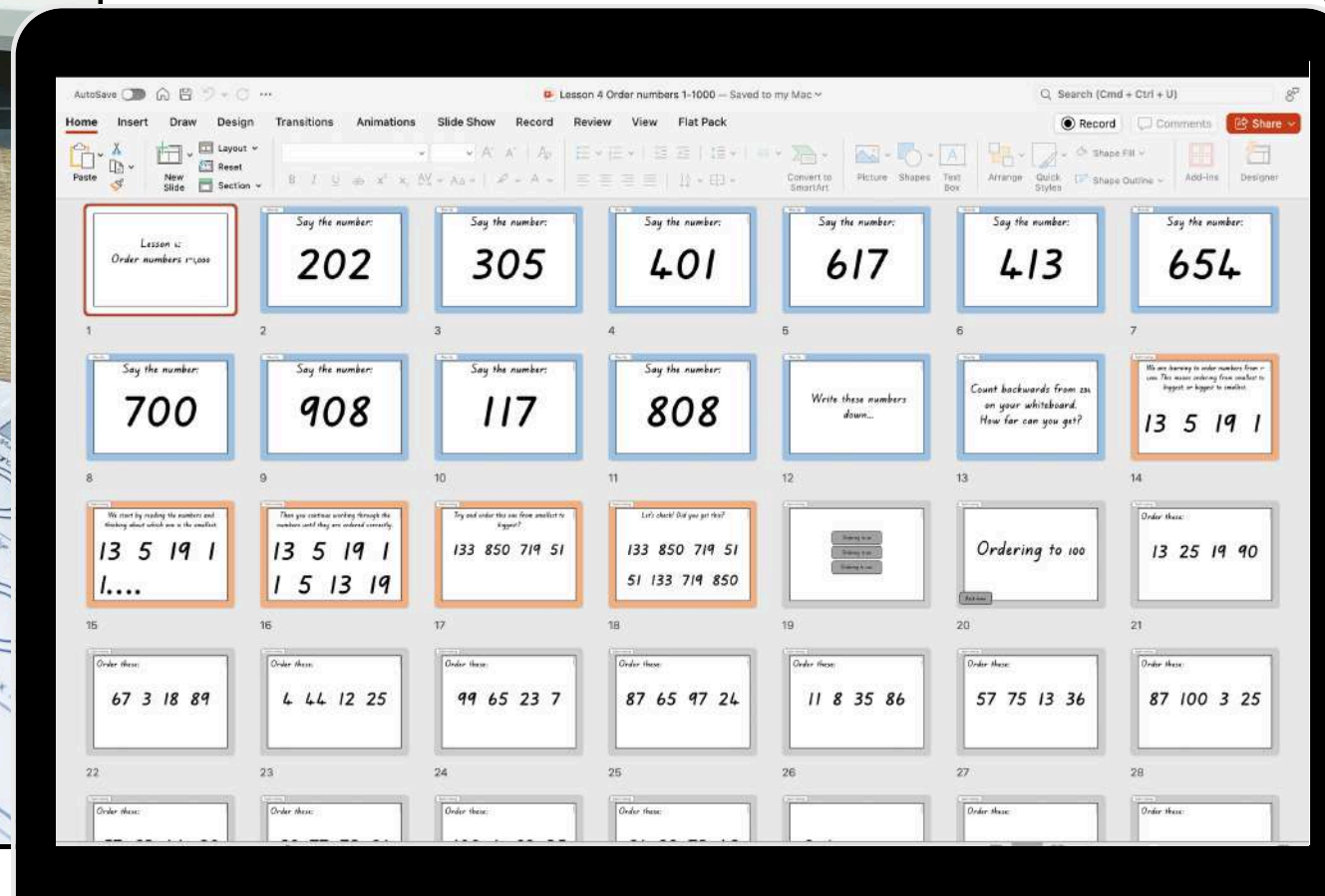
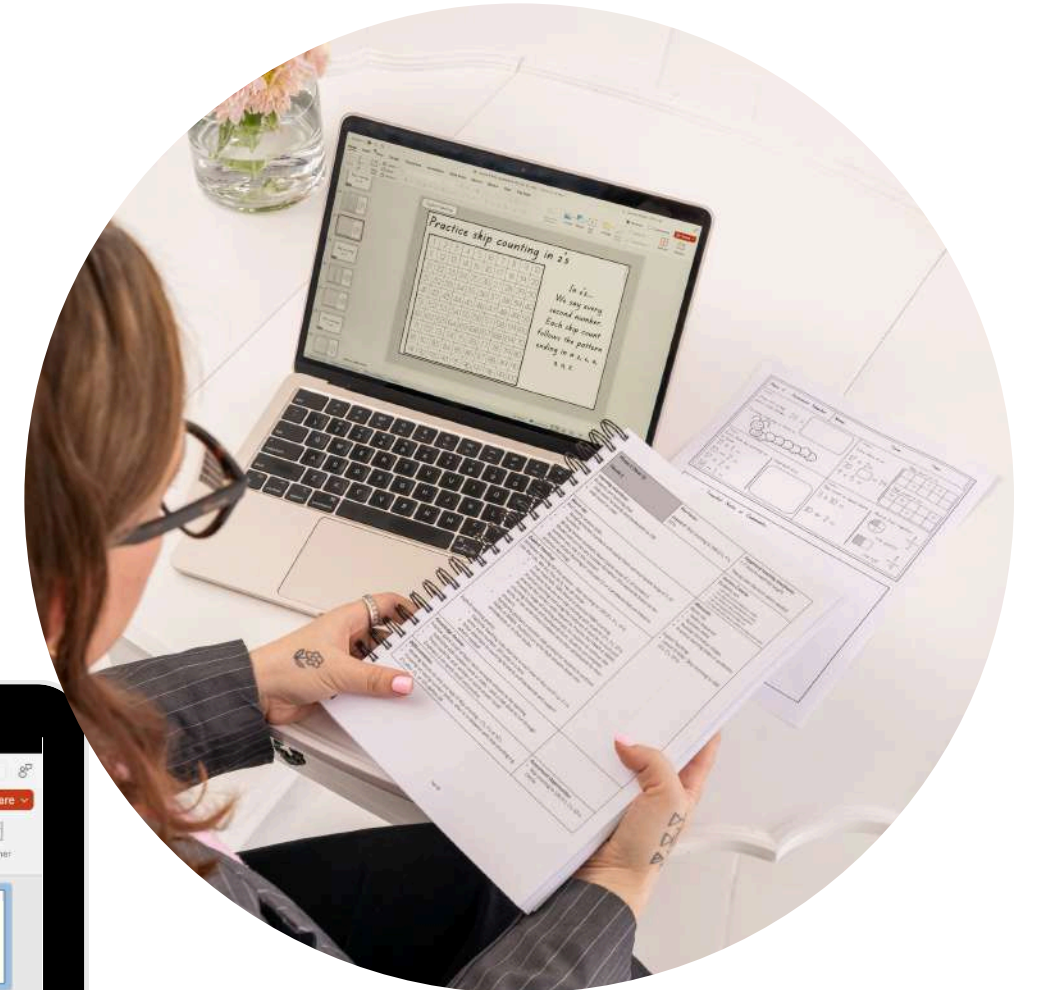
Reference: [Link here](#)

Lessons have constant review of past concepts and run through the lesson sequence...

[illegible]

Structured Maths Approach Lesson sequence	
Warm up game, activity or song <i>Pick one to do with your students to get students hooked into the lesson:</i>	Number concepts Basic facts Times tables Quick recall
Read numbers	Read through known numbers
Write numbers	Write down known numbers Up to 10 numbers
Number formation	Model correct number formation
Revision	Review past number knowledge or number strategy
Explicit teaching (new skill)	Explicitly teach new strategy or new skill
I do	Teacher modelling (you watch)
We do	Guided practice (we do it together)
You do it	Independent practice (you do it)
You do	Independent practice (you do it alone)
Knowledge Review	Practice relevant key basic facts

Some examples of The resource benefits for Teachers...

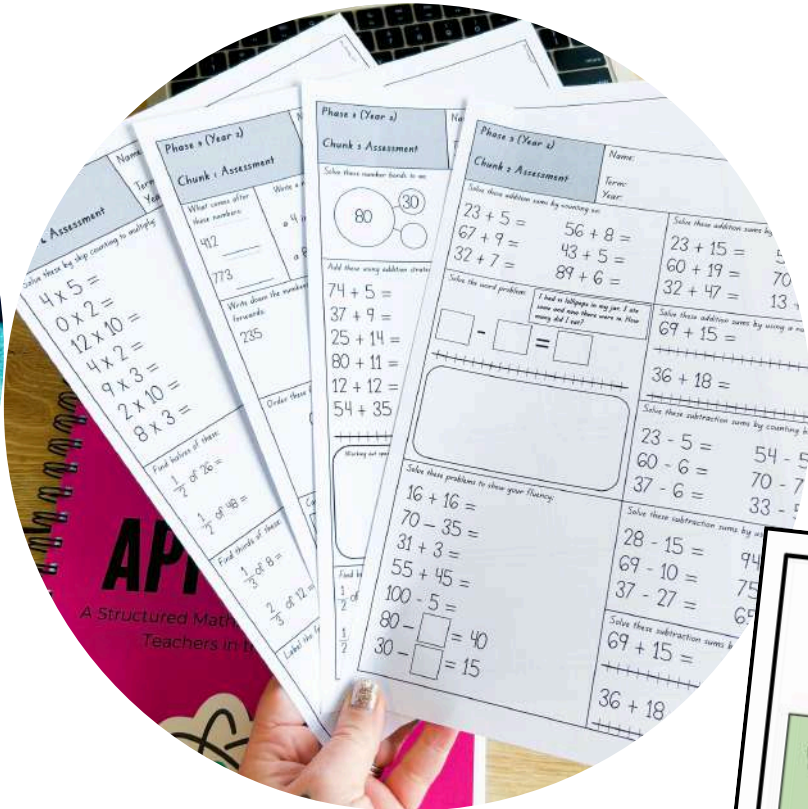
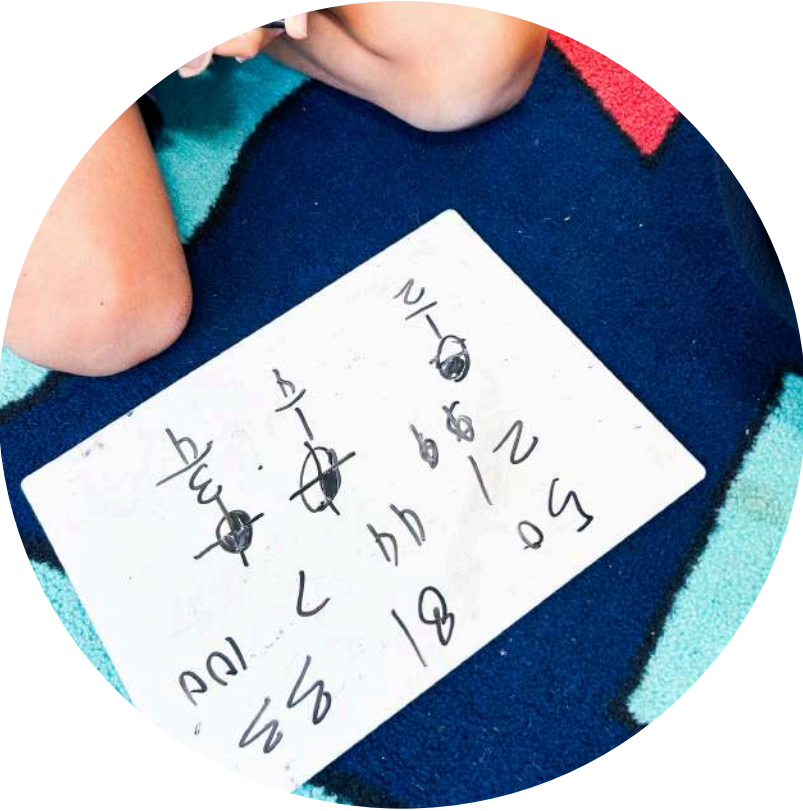


FINAL: SMA Phase One Planner

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MATHS GROUP PLANNING:					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HEADWORK ACTIVITY	Let's Learn Our Numbers 0-10 Counting Song for Kids Jack Hartmann - Writing Numbers - YouTube	Counting to 10 Number Song PINKFONG Songs for Children - YouTube	Let's Learn Our Numbers 0-10 Counting Song for Kids Jack Hartmann - Writing Numbers - YouTube	Counting to 10 Number Song PINKFONG Songs for Children - YouTube	Let's Learn Our Numbers 0-10 Counting Song for Kids Jack Hartmann - Writing Numbers - YouTube
CLASS LEARNING INTENTION	Identify, say and count - Counting to 10	Counting to 10	Identify, say and count - Counting to 10	Counting to 10	Identify, say and count - Counting to 10
WARM UP	Counting to 5 practice in order - counting, singing + movement. We stop on weekends after teacher direction	Counting to 10 - 11 counting	Counting to 10 practice in order - counting, singing + movement. We stop on weekends after teacher direction	Counting to 10 - 11 counting	Counting to 10 practice in order - counting, singing + movement. We stop on weekends after teacher direction
PLENARY	Number line to 5	Match numbers to 5 that teacher asks	Number line to 5	Match numbers to 5 that teacher asks	Number line to 5
Classroom Activities, Games, Worksheets	Number line to 5	Match numbers to 5 that teacher asks	Number line to 5	Match numbers to 5 that teacher asks	Number line to 5



Key Focus:	Suggested teaching timeframe:
Identify teen numbers	2-4 lessons explicitly taught
	*Recap over the term when needed
	Success Criteria:
	Students can:
	<ul style="list-style-type: none"> I can say a number I can identify a number I can read a teen number in correct sequence I can count my teen numbers in correct sequence
	Materials:
	Warm Up: • Maths sequence • Numbers slides • Number formation shapes

Home Shop SMA More For Teachers About SMA More

A Structured Maths Scope & Sequence for Teachers in the Classroom

Structured Maths Approach Lesson Sequence	
Warm up game, activity or song Pick one to do with your students to get students hooked into the lesson:	Number concepts Basic facts Times tables Quick recall
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Write numbers	Write down known numbers Up to 10 numbers
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Revision	Review past number knowledge or number strategy
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I do	Teacher modelling (you watch)
We do	Guided practice (we do it together)
You do it	Independent practice (you do it)
You do	Independent practice (you do it alone)
Knowledge Review	Practice relevant key basic facts




Tyra Evans

I absolutely love it! I've done other structured maths programs as well but they don't compare. I've seen such progress in my kids too, I've been using since it first launched and have recommended it to many other kaiako who also love it. [Jordan Priestley](#) you're amazing!

5m Like Reply

All comments ▾





Jessica Anderson-Smith

Literally found your program because I was saying to a colleague "I wish there was a program for maths, like there is for Structured Literacy" and ended up googling 'Structured Maths' 🥰 Thank you so much, we are only one week into using your approach and I already have students saying to me "I like this maths, Whaea Jess" 🥰 thank you so much!

4 m Love Reply

1 ❤️





Kathryn Munro

Ive been using it for the first time this year. Ive been teaching 25ish years and really rate it. From what ive seen of the curriculum refresh and the science of learning Structured Maths fits in nicely. It's not pretentious or 'fur coat no nickers' but a very thorough, practical programme which works for my kids. It makes my life so much easier, the scope & sequence while initially not what I expected just plain works. Mind you like any programme it's about how WE implement it, isnt it!

3h Love Reply


4 🍎❤️

Structured Maths Approach - Jordan Priestley

I recently attended a workshop on Jordan Priestley's *Structured Maths Approach* and was thoroughly impressed by the depth of her knowledge and the research-based content of the programme. Jordan has clearly dedicated significant thought and expertise to aligning her approach with the refreshed New Zealand Curriculum, making it both relevant and applicable for today's classrooms. The resources she provides are meticulously crafted, making implementation straightforward for teachers at any level. Jordan's professionalism, paired with her approachable and supportive manner, made the workshop an incredibly valuable experience.

What stood out to me is how the *Structured Maths Approach* is firmly grounded in the science of learning, drawing on well-established research around how students best acquire and retain mathematical concepts. Through evidence-based strategies such as spaced repetition, explicit teaching, and hands-on learning, the approach ensures students not only understand mathematical ideas but can also apply them in varied contexts. It's clear that Jordan has designed the programme with cognitive science principles in mind, helping students build a strong and lasting foundation in mathematics.

Most recent ▾




Caroline Blommaert

Love love love it! I trialled it with my new entrant class last year and have picked it up again this year with year 1-2. Super easy to follow, kids are really engaged and the planning is sooooo easy!

1 m Love Reply

1 ❤️




Nicola Anthony

Brilliant programme - I've used it for over a year now with NE - YR 3. [Jordan Priestley](#) is fantastic and will help you (along with an oldie like me) with the smallest details or questions - don't be afraid to PM & ask for help 🥰

10 m Love Reply

1 ❤️



Kate Whitehead

I've been using it with my year 2/3 and it's been awesome so far

Find out more

www.structuredmathsapproach.com

info@mrspriestleyict.com

