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MATHS

× = ? %



A workshop for parents
Monday, 14th January 2019 at 6pm
With Mr. Hindhaugh

AIMS OF THIS EVENING

- ◉ To give you greater knowledge over current expectations in mathematics
- ◉ To give you a basic understanding of what we do in school
- ◉ To explore ways you can support your child's learning in the home
- ◉ To answer any questions you may have



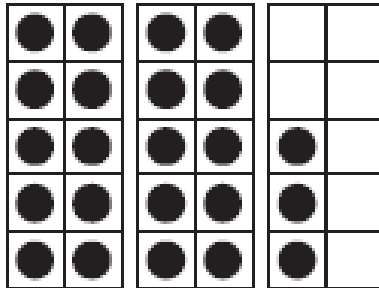
Which row shows 11 stars?



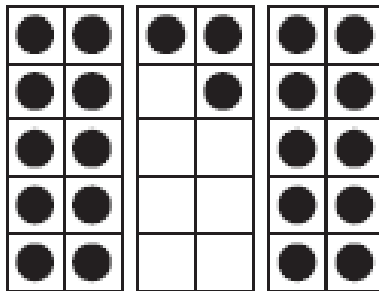
4

Hannah and Jason have each made a number.

Y1 Spring



Hannah's number



Jason's number

Choose a card to make the sentence correct.

more than

equal to

less than

Hannah's number is _____ Jason's number.

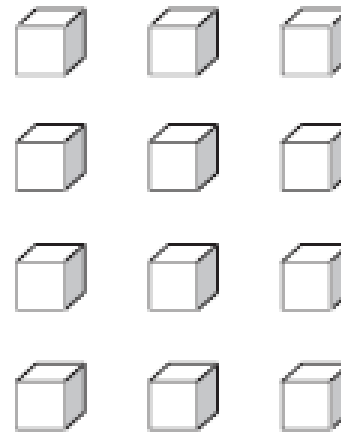
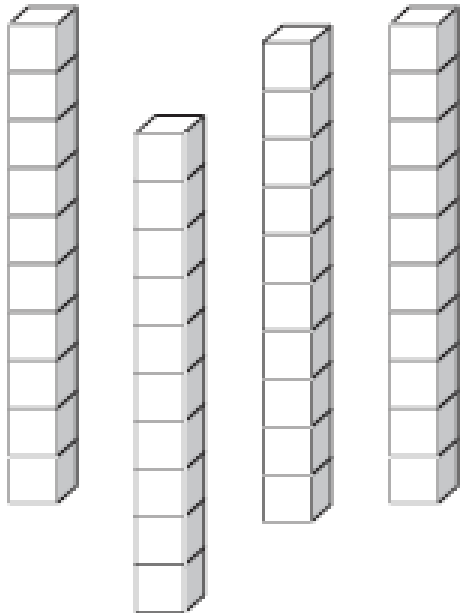
14

$$\frac{3}{4} \text{ of } 16 =$$



13

Beth makes a number.



Beth thinks she has made 412

Do you agree?

Yes**No**

17

Harry and Meghan both receive £20 pocket money each month.

Harry saves $\frac{2}{5}$ of his money each month.

Meghan saves $\frac{3}{4}$ of her money each month.

They save money for 5 months.

What is the **difference** in the amount Harry and Meghan have saved?

Show
your
method

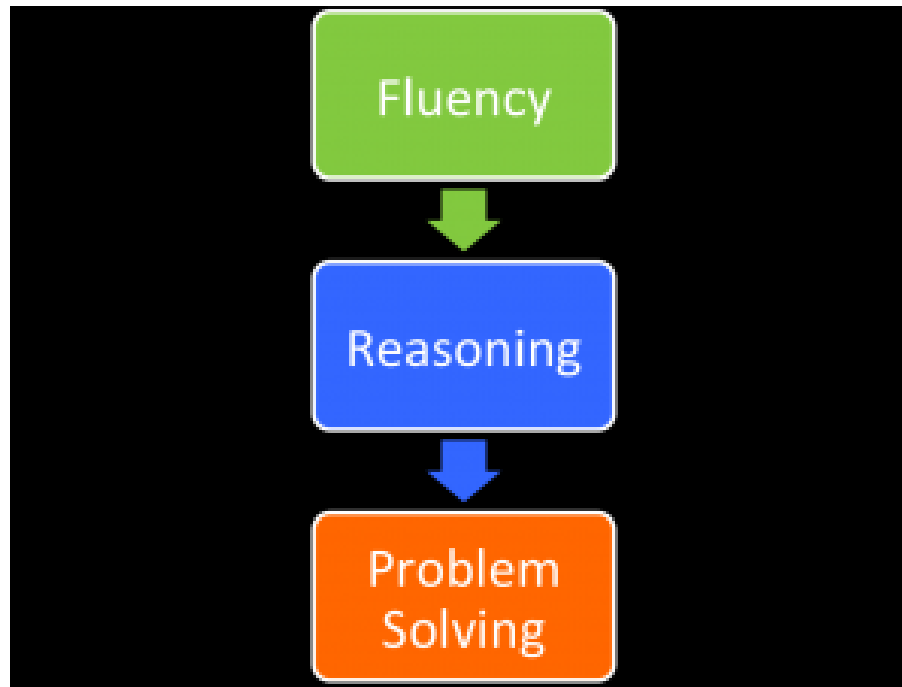
A large grid for showing the method to solve the problem. A small box at the bottom right contains the pound symbol (£).

3 marks



- ◉ Teachers model methods to children in order to provide a firm grasp of a concept
- ◉ Base 10 equipment, counters or cubes can be used to give examples
- ◉ Pictorial examples could be arrays to show 3×4 etc.
- ◉ Abstract is when we begin working with standard numbers

AIMS OF THE 2014 CURRICULUM



Teaching for mastery

WHAT IS FLUENCY?

- Children practise a skill, which has been modelled to them by the class teacher – ‘Intelligent practise’

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

- Order the numbers from smallest to largest:
23, 32, 27, 30, 19, 41
- Use $<$, $>$ and $=$ to make these number sentences correct.
4 tens _____ 40 ones
2 tens _____ 9 ones
4 tens _____ 44 ones
- Order the amounts below,
2 tens and 5 ones, 27, 2 lots of 10 and 8 ones, 1 ten and 14 ones.

WHAT IS REASONING?

- Children have to justify a strategy, or why something happens, proving it!

Round any number to the nearest 10, 100 or 1000.

- Caroline thinks that the largest whole number that rounds to 400 is 449. Is she correct? Explain why.

WHAT IS PROBLEM SOLVING?

- Perhaps the most challenging of all skills, children have to identify what they need to do, and solve problems or challenges, finding a strategy.

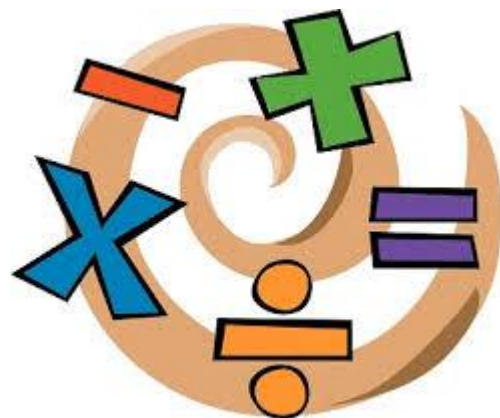
Represent and use
number bonds and related
subtraction facts
(within 10)

- I have 10p to spend. Which two items could I buy?
List all the different items I could buy together.



OUR CALCULATION POLICY

- ◉ In conjunction with other schools in Uttoxeter, we have a calculation policy which is matched to the curriculum expectations for every year group – Reception to Y4
- ◉ This ensures progression of skills and consistency
- ◉ The calculation policy is under constant review, and changes where necessary following feedback from class teachers



OUR CALCULATION POLICY

Reception

EYFS

Practical, counting objects and relating addition to combining two groups of objects

When children have a good understanding of place value and partitioning, introduce the columnar methods with additions that do not cross the tens boundary using concrete apparatus laid out in a columnar form.

Y2



OUR CALCULATION POLICY

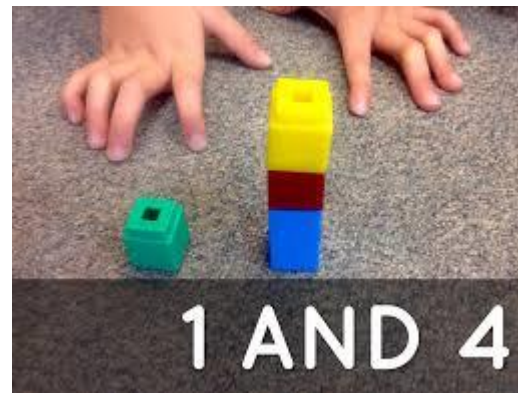
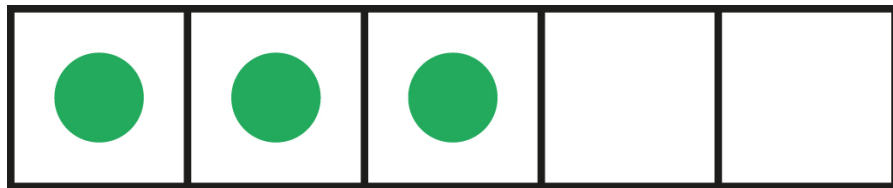
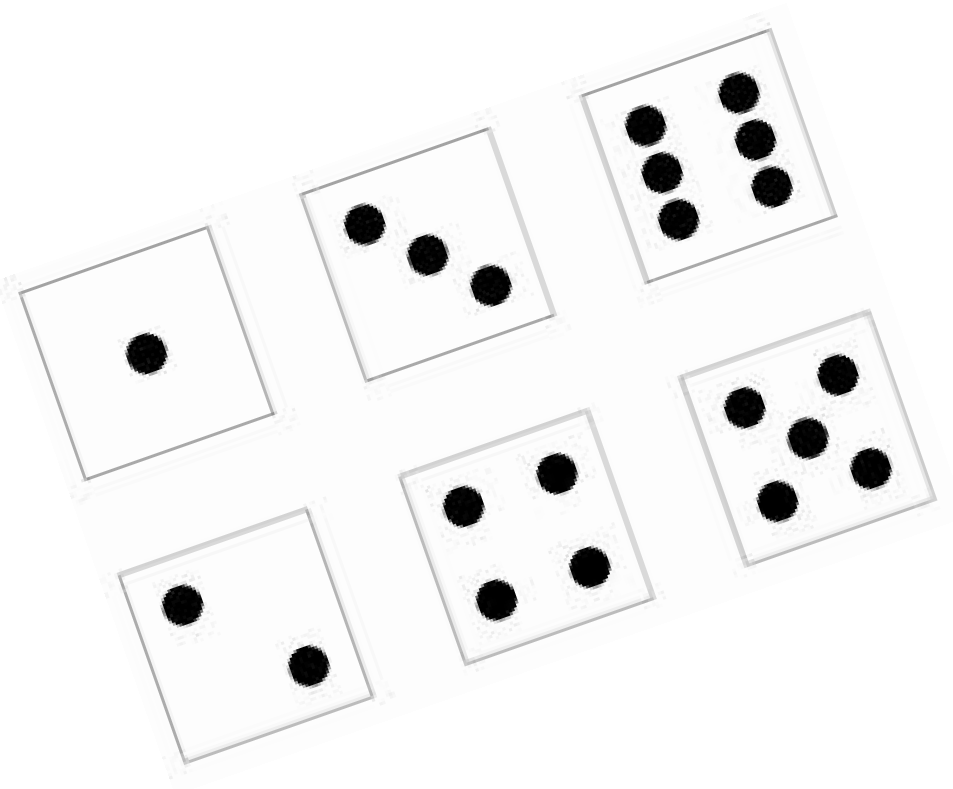
Pupils use their understanding of the expanded columnar methods of addition to progress to use the compact method.

$$\begin{array}{r} 625 + \\ \underline{48} \\ 673 \\ 1 \end{array}$$

$$\begin{array}{r} 1294 + \\ \underline{2345} \\ 3639 \\ 1 \end{array}$$

Y4

REPRESENTATION & STRUCTURE



Questions

Any questions?

