



Maths Information Evening





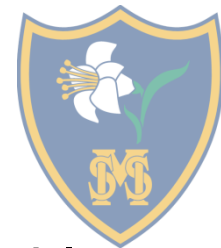
Aims

To develop your understanding of maths and how we teach calculations at school.

Why?

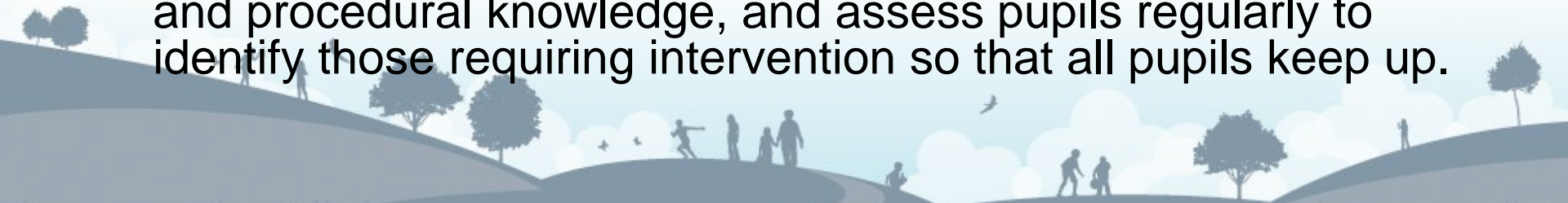
- So you can see the different methods and approaches now used
- To realise and understand why maths isn't about using bigger numbers
- To remove barriers and show maths is FUN





MASTERY

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- Emphasising deep knowledge
- Teaching is underpinned by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed **variation** within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.





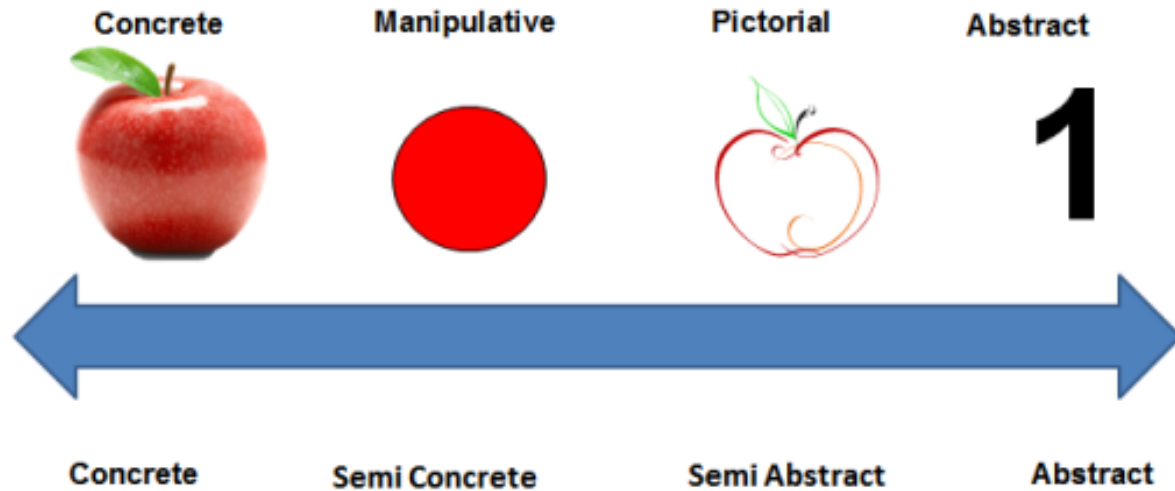
What does it mean to master something?

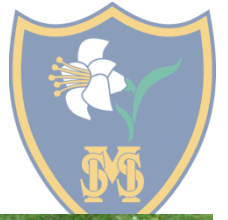
- I know how to do it
- It becomes automatic and I don't need to think about it- for example driving a car
- I'm really good at doing it
- I can show someone else how to do it.



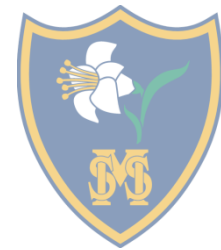


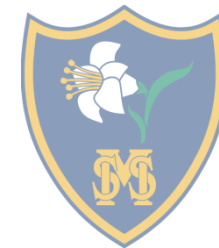
CPA – the progression





White Rose - EYFS





Calculations

1 Choose one of these symbols

$<$, $>$ or $=$

to make the number sentences correct.

$$24 + 5 \bigcirc 24 + 6$$

$$18 + 3 \bigcirc 17 + 4$$

$$33 + 15 \bigcirc 40 + 8$$

2 Put the numbers 6, 7, 8, 9, 10 and 11 into the boxes.

Use each number only once.

$$23 + 10 + \square > 23 + 10 + \square$$

$$32 + \square + 5 < 32 + \square + 5$$

$$50 + 30 + \square = 49 + 29 + \square$$

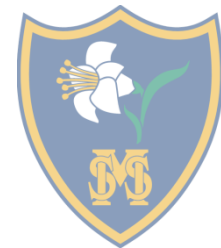




Yr. 2 SATS Arithmetic 2018

23	$98 - \boxed{} = 28$															1 mark





Yr. 2 Reasoning 2018

11 Kemi goes to four clubs each week.

Which club lasts the **longest**?

Circle it.

Swimming

45 minutes

Art

2 hours

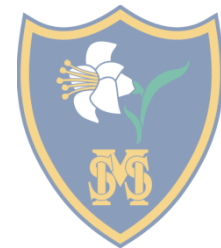
Music

75 minutes

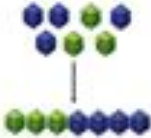

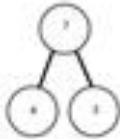


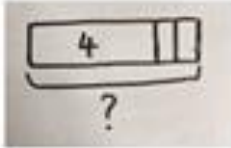

Drama

1 hour





Calculation Policy

<p>Combining two parts to make a whole (use other resources too, e.g. shells, teddy bears, cars)</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$</p> <p>Four is a part, 3 is a part and the whole is seven.</p> 
<p>Starting at the bigger number and counting on - using cubes</p>  <p>Or numicon...</p> 	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line:</p> <p>What is 2 more than 4?</p> <p>What is the sum of 2 and 4?</p> <p>What is the total of 4 and 2?</p> <p>$4 + 2$</p> 



Why do we teach this way?



- The difference between knowing and understanding.
- Children are taught why the methods work, rather than just a procedure. In this way, they can apply the Maths they have learnt in other problems – the difference between telling someone directions and giving them a map!
- Confidence
- Fun!!



How can you help at home?



- Find maths learning opportunities everywhere, e.g. shopping, asking the time, looking at shapes, cooking etc.
- Ask the children to show or explain how they know,
- Please take a copy of our new calculation policy
- Keep it fun!





Any questions?

