PARENTLEARN

Supporting your child's learning in mathematics across Key Stage 1

HUNSLEY PRIMARY

inspire · aspire

To enable pupils to:
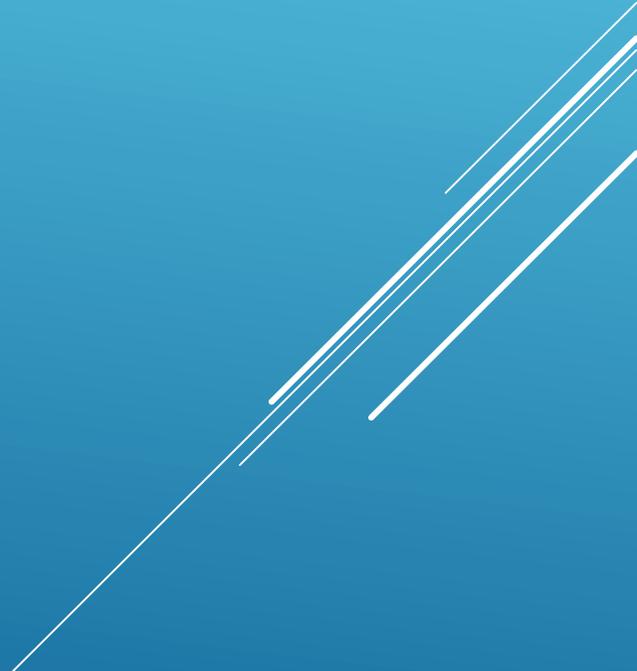
- Develop Fluency (in the fundamentals of maths)
- Develop Reasoning Skills (reason mathematically by following a line of enquiry and developing a proof using mathematical language)
- Embed Problem-Solving (can solve problems by applying mathematics to a variety of routine and non-routine problems)

- NUMBER – and place value, addition, subtraction, multiplication, division, fractions
- MEASUREMENT – and time, sequence
- GEOMETRY – and position, 2D / 3D

WHAT ARE THE AIMS OF THE MATHS NATIONAL CURRICULUM 2014?

- Mathematical understanding is developed through using concrete, pictorial and abstract representations

- High quality resources – including textbooks – support teacher and children in engagement with the 'wonder' of maths

- Children only fully master concepts through step-by-step teaching, spending time on achieving 'greater depth'

- Mathematics is an interconnected subject, so children develop fluency by making connections

- Maths uses precise vocabulary, in rich talk and discussion – terminology is a maths tool

WHAT IS THE PEDAGOGY?

Three key ideas permeate each lesson:

- **Concrete – objects, manipulatives, equipment**
- **Pictorial – picture representations, simple**
- **Abstract – giving values to bars, for example**

Children's chances of succeeding in education and life will be maximised if they develop deep and lasting procedural and conceptual mathematical understanding.

- Vocabulary: 'number sentence' (not sum); 'ones' (not units – these refer to measurement, not digits)
- Depth and fluency – see the maths in everyday things
- Commutivity – addition and multiplication (where can I put the =?)
- Number bonds to 20
- Think Part-Part-Whole
- Investigate in an open-ended way
- Practise each day

TEACHING FOR MASTERY – WHAT ARE THE ESSENTIALS?

Ways to promote thinking:

➢ **Always, sometimes, never**

➢ **Another, another, another**

➢ **Convince me**

➢ **Hard and easy**

➢ **If this is the answer, what's the question**

➢ **Mathematics stories**

➢ **Odd one out**

➢ **Peculiar, obvious, general**

➢ **Silly answers**

➢ **What do you notice?**

➢ **What else do we know?**

➢ **What's the same? What's different?**

➢ **Zooming in**

WHAT CAN I DO AT HOME?

The polygons each have an area of 5cm square

It is comprised in different ways, some recognisable, regular shapes (cross, triangle, rectangle) and other irregular forms

WHAT'S THE SAME ; WHAT'S DIFFERENT?
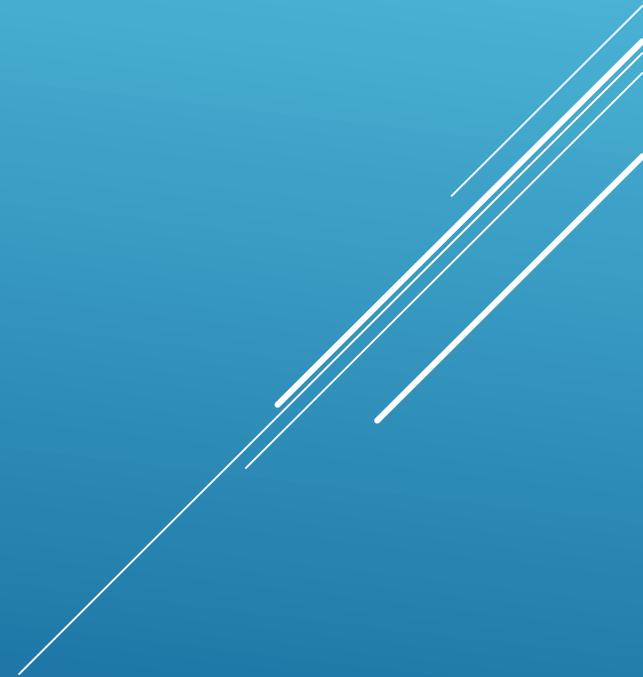
I can read and write all numbers to at least 100 in numerals and words.

I recognise odd and even numbers to 100.

I can count in steps of 2, 3 and 5 from 0.

I recognise and can define the place value of each digit in a 2 digit number.

I can compare and order numbers from 0 to 100 using the < > and + signs.

I can name the fractions 1/3, 1/4, 1/2 and 3/4 and can find fractional values of shapes, lengths and numbers.

I can recall and use multiplication and division facts for the 2, 5 and 10X tables.

I can add and subtract a 2-digit number and ones.

I can add and subtract a 2-digit number and tens.

I can add and subtract two 2-digit numbers.

I can add three 1-digit numbers.

I can solve problems involving addition and subtraction.

I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

I can choose and use appropriate standard units to estimate length, height, temperature and capacity.

I can tell and write the time to 5 minute intervals.

I recognise and can use symbols when solving problems involving addition and subtraction of money.

I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.

I can interpret and construct pictograms, tally charts, block diagram and simple tables.

WHAT NEXT? YEAR 2

- NCETM
- Maths Hubs
- Maths Association
- Education City

USEFUL WEBSITES