

A decorative border surrounds the central text, consisting of various numbers (0-9), mathematical symbols like plus, minus, multiplication, and division, and some letters. The border is light gray and has a slightly blurred, hand-drawn appearance.

# Maths at Saint Aidan's

**KS1 PARENTS MEETING**

# *Agenda*

- Overview of our Maths Curriculum
- How concrete materials are used in the classroom
- How families can support their children
- Resources families can access

## *Our Curriculum*

- Maths introduces the children to concepts, skills and thinking strategies that are not only used in everyday life but also support learning across the curriculum. It is through the children's understanding of maths that they begin to make sense of the patterns, shape, numbers in the world around them.
- We plan our Maths following the White Rose scheme of work. Learning is based on the 3 aims: fluency, problem solving and reasoning. Our scheme allows the children to explore concepts, grow in confidence and deepen their understanding.

# *Fluency, Reasoning & Problem Solving*

- *Fluency*

Fluency in maths is about developing number sense and being able to choose the most appropriate method for the task at hand; to be able to apply a skill to multiple contexts.

- *Reasoning*

Reasoning in maths is the ability to make logical links and connections which help you tackle a new maths problem. The skill of reasoning equips students not only with the ability to say how they will attempt to work out an answer, but why and how they can be sure it will work

# *Fluency, Reasoning & Problem Solving*

- *Problem Solving*

Problem solving in maths is finding a way to apply knowledge and skills you have to answer unfamiliar types of problems.



# September

- All classes start the year working on Place value- A solid understanding of place value is vital as it links to the four operations in maths, addition, subtraction, multiplication and division, among other key skills in maths.
- Place value is the value of each digit that appears in a number. Understanding place value helps you to work out the value of a number. For example, in the number 627, the 6 is 600 (hundreds), the 2 is 20 (tens) and the 7 is 7 (units, or ones in other words).

Decimal Place Value Chart




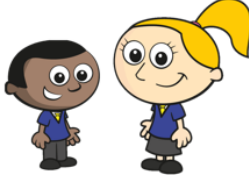
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Decimal point ←	Tenths	Hundredths	Thousandth	Ten-Thousandths	Hundred-Thousandth	Millionths
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# What lessons looks like in KS1

- Flashback 4




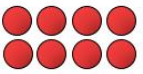
In all classes the lessons start with Flashback 4

**Flashback 4** Year 1 | Week 1 | Day 1

- How many pears?  
- How many fingers? 
- Who is taller?   
Mo      Eva
- 1, 2, 3, 4,

White Rose Maths

**Flashback 4** Year 2 | Week 1 | Day 1

- How many dots?  
- I brush my teeth \_\_\_\_\_ I go to bed.  
**before**      **after**
- How many coins are 2p coins? 
- What is half of 8? 

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# Main part of the lesson

After the flashback 4 the children follow a teacher led PPT, which readies them for the classwork. The classwork covers all 3 elements, fluency, reasoning and problem solving.

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## Numbers to 20

**1** Complete the number tracks.

0 1 2

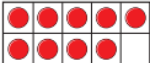
12 13 14


10 11   14


14 15   18


five six

**2** What numbers are shown?

a)  numeral   
word \_\_\_\_\_

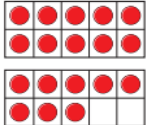
b)  numeral   
word \_\_\_\_\_

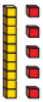
c)  numeral   
word \_\_\_\_\_

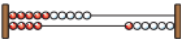
d)  numerals   
word \_\_\_\_\_

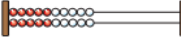
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**3** What numbers are shown?  
Give your answers in numerals and words.

a)    
\_\_\_\_\_

b)    
\_\_\_\_\_

c)    
\_\_\_\_\_


d)    
\_\_\_\_\_

**4** Make each number in three different ways.

11     ten     nineteen     20


Compare answers with a partner.


**5** Mo uses counters and ten frames to make a number.

 I have 1 full ten frame. There are 2 counters on the other ten frame.

What is Mo's number?  
\_\_\_\_\_

**6** Tiny uses base 10 to make a number.

 I have made the number two.



What mistake has Tiny made?  
What is Tiny's number?

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# What families can do to support Maths learning....

- Number bonds – addition and subtraction
- Counting – starting from different points/going up/down in different amounts 1/3/5
- When shopping asking the children to get you set number of items
- When buying small items eg. Sweets – how many can you buy for £1?
- What change will I get from....
- Time – its fine if they don't get it but keep talking about it, analogue and digital

# *Resources for Parents*

- White Rose for parents – videos and activities

<https://whiterosemaths.com/maths-with-michael>

<https://whiterosemaths.com/homelearning>

- National Numeracy – getting on with numbers

<https://www.nationalnumeracy.org.uk/>