Maths at Saint Aidan's

KS2 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

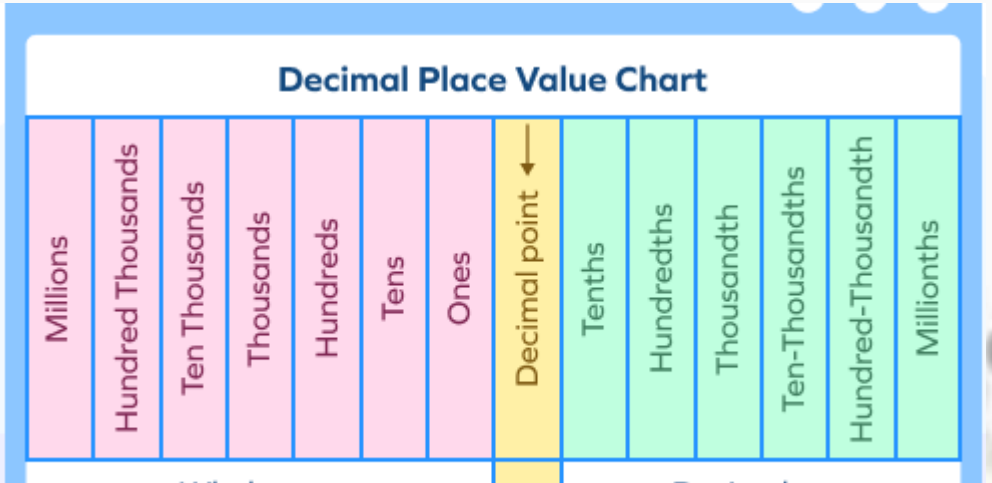
Fluency, Reasoning & Problem Solving

- *Problem Solving*

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

September

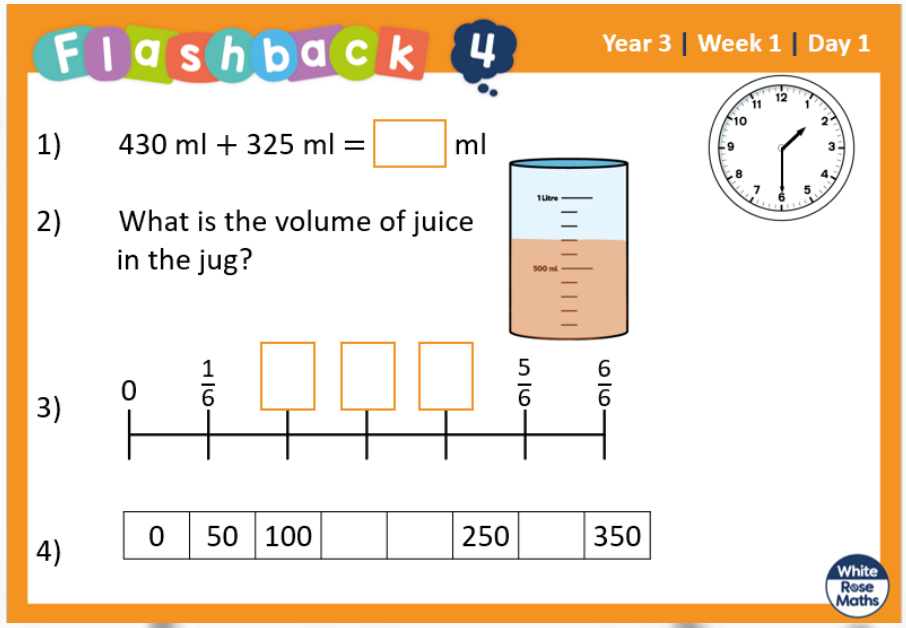
- All classes start the year working on Place value- A solid understanding of place value is vital as it links to the four operations in maths, addition, subtraction, multiplication and division, among other key skills in maths.
- Place value is the value of each digit that appears in a number. Understanding 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).

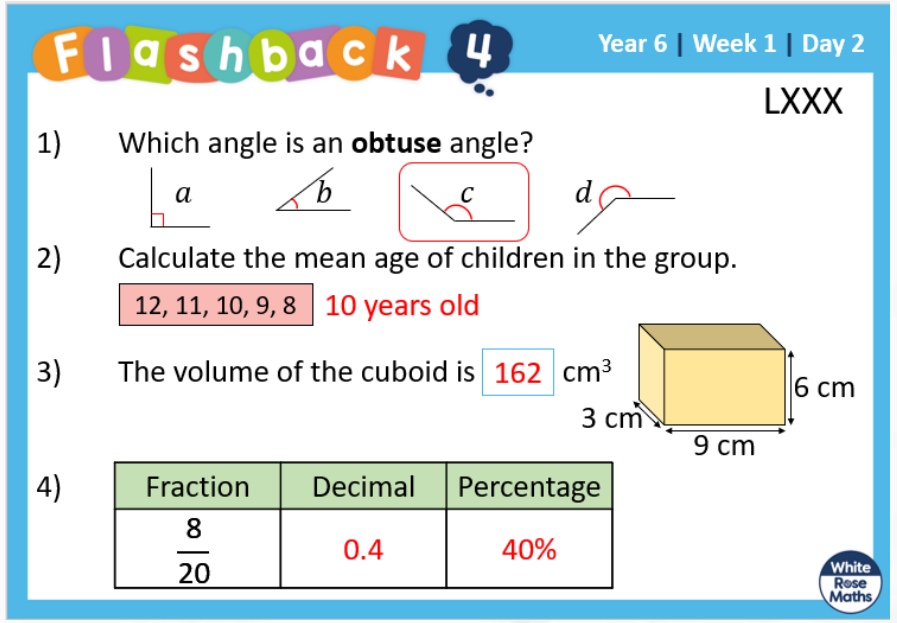


What lessons looks like in KS2

- *Flashback 4*

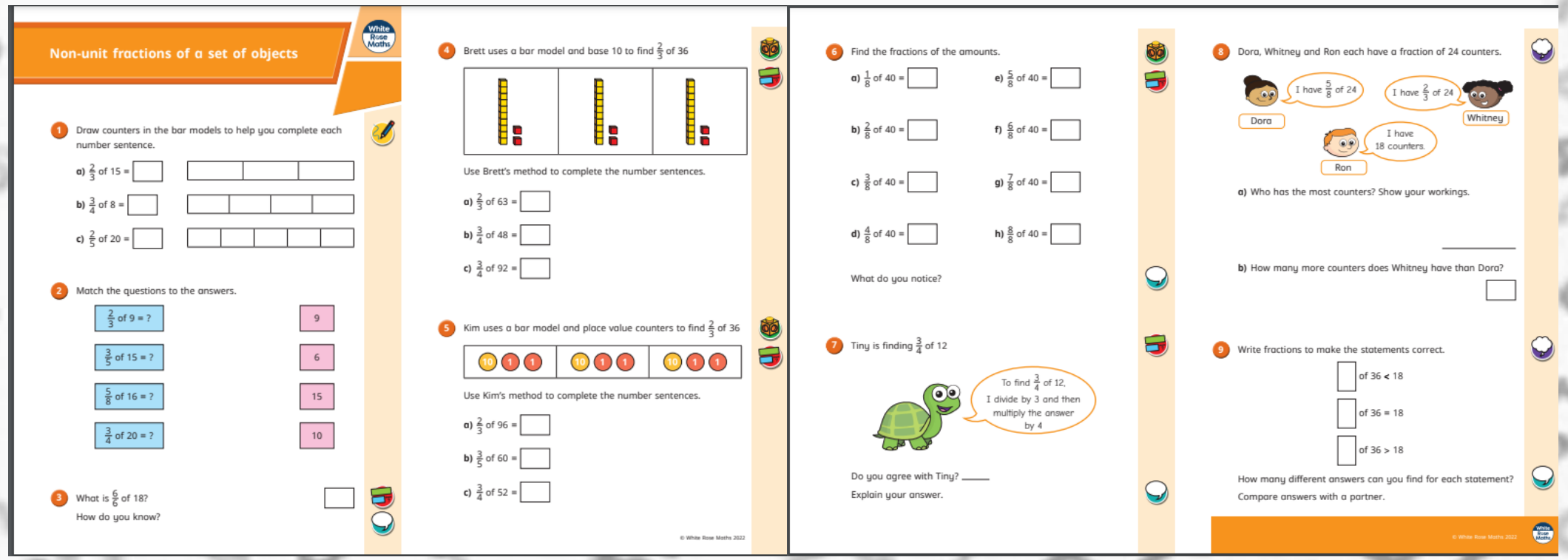
In all classes the lessons start with Flashback 4





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.



Non-unit fractions of a set of objects

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = ☐

b) $\frac{3}{4}$ of 8 = ☐

c) $\frac{2}{5}$ of 20 = ☐

2 Match the questions to the answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{8}$ of 16 = ?	15
$\frac{3}{4}$ of 20 = ?	10

3 What is $\frac{6}{6}$ of 18? ☐

How do you know?

4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36

Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = ☐

b) $\frac{3}{4}$ of 48 = ☐

c) $\frac{3}{4}$ of 92 = ☐

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = ☐

b) $\frac{3}{5}$ of 60 = ☐

c) $\frac{3}{4}$ of 52 = ☐

6 Find the fractions of the amounts.

a) $\frac{1}{8}$ of 40 = ☐

b) $\frac{2}{8}$ of 40 = ☐

c) $\frac{3}{8}$ of 40 = ☐

d) $\frac{4}{8}$ of 40 = ☐

e) $\frac{5}{8}$ of 40 = ☐

f) $\frac{6}{8}$ of 40 = ☐

g) $\frac{7}{8}$ of 40 = ☐

h) $\frac{8}{8}$ of 40 = ☐

What do you notice?

7 Tiny is finding $\frac{3}{4}$ of 12

To find $\frac{3}{4}$ of 12, I divide by 3 and then multiply the answer by 4

Do you agree with Tiny? ____

Explain your answer.

8 Dora, Whitney and Ron each have a fraction of 24 counters.

Dora: I have $\frac{5}{8}$ of 24

Whitney: I have $\frac{2}{3}$ of 24

Ron: I have 18 counters.

a) Who has the most counters? Show your workings.

b) How many more counters does Whitney have than Dora? ☐

9 Write fractions to make the statements correct.

☐ of 36 < 18

☐ of 36 = 18

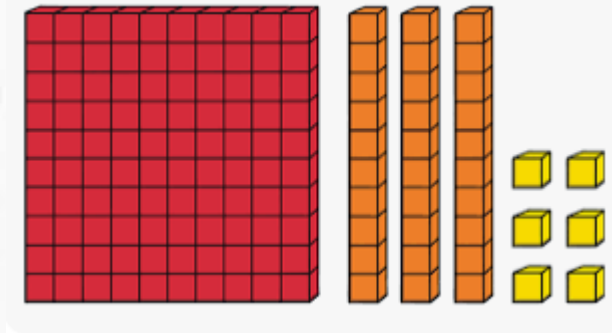
☐ of 36 > 18

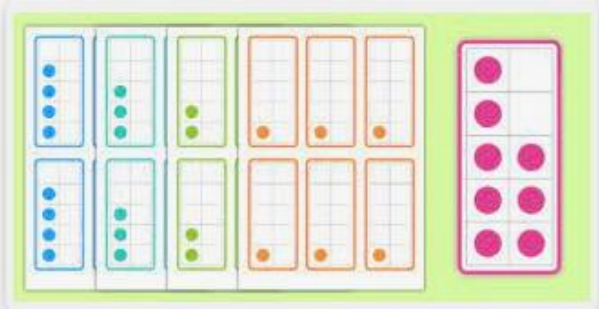
How many different answers can you find for each statement?

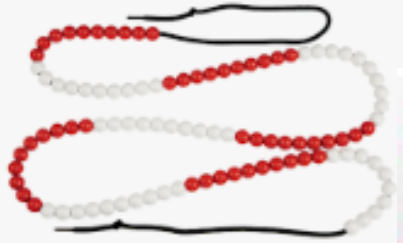
Compare answers with a partner.

Visuals

- For the majority of the year, all children in all year groups will work on the same Maths topics. The layout of flashback 4, the PPTs and the classwork follows the same format throughout the school.
- The children learn to show things in different ways – using visuals therefore deepening their understanding.







National Assessments during KS2

- Year 4 – Times Table Check

The Multiplication Times Tables Check is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, you have 6 seconds to answer, and in between the questions, there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC

National Assessments during KS2

- Year 6 pupils are assessed in Arithmetic (1 paper) and Reasoning (2 Papers)

Date	Subject	Test paper
Tuesday 9 May	English grammar, punctuation and spelling	Punctuation and grammar (including vocabulary) Spelling
Wednesday 10 May	English reading	English reading
Thursday 11 May	Mathematics	Arithmetic Mathematical reasoning
Friday 12 May	Mathematics	Mathematical reasoning

What families can do to support Maths learning….

- Number bonds – addition and subtraction
- Times Tables – rapid recall
- Counting – starting from different points/going up/down in different amounts 10/50/100
- When cooking, adapt the recipe for more less portions
- When buying small items eg. Sweets – how many can you buy for £10?
- 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/

TTRockstars

https://ttrockstars.com/