



Hordle CE Primary School

ON A LEARNING ADVENTURE

Key Stage 1 Maths Workshop

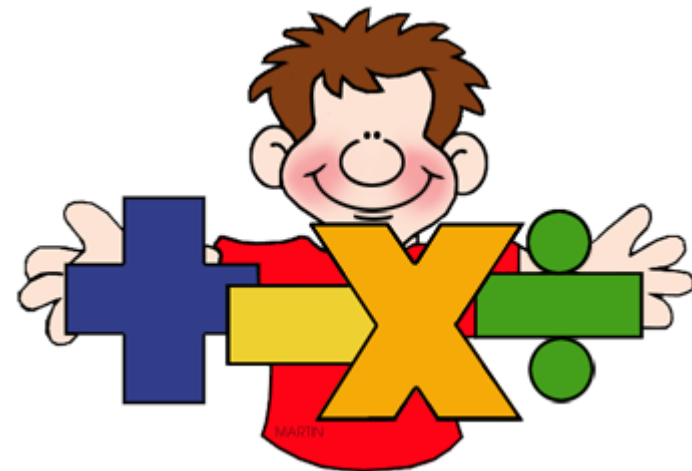


**KEEP
CALM
it's
ONLY
MATHS**



Content

- *Understanding the Maths curriculum*
- *Supporting your child with Maths at home*
 - *number formation*
 - *calculation policy - CPA*
 - *mental methods*
 - *multiplication tables*
 - *helping at home*





Working at the expected standard

The pupil can:

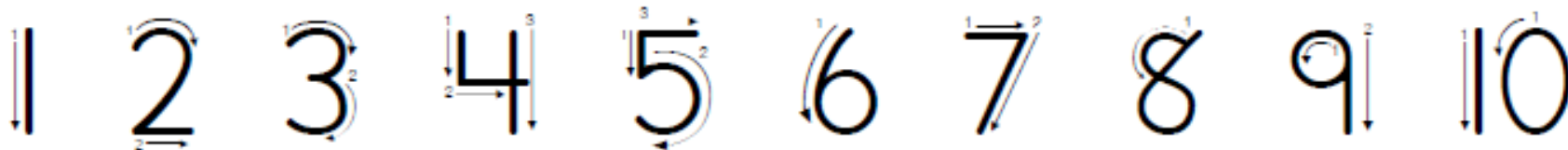
- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)

- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
- identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).





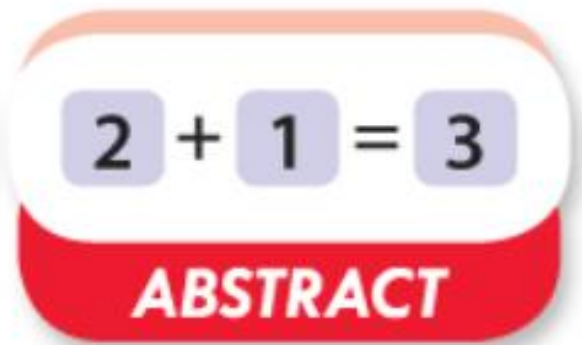
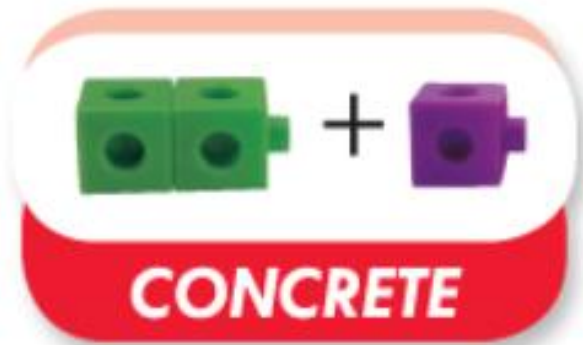
Number Formation





Calculation Policy

Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths. Developed by American psychologist, Jerome Bruner, the CPA approach is the mainstay of maths teaching in Singapore.





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Place Value

Year 1

Year 2

10s frames

part, part, whole/bar model/dienes

Addition

Year 1

Year 2

Subtraction

Year 1

Year 2

Multiplication

Year 1

Year 2

Division

Year 1

Year 2



Mental Methods

- Counting on/back
- Using doubles/halves
- Near doubles
- Making 10 - number bonds
- Part, Part, whole
- Adding 9 instead +10 -1
- Subtraction 9 instead -10 +1

COUNT UP

Count up when adding on small numbers: +1, +2, +3.

1 2 3

DOUBLES +1

Add a number to itself and add 1 more.

$3+3=6$
so
 $3+4=7$

DOUBLES

Add a number to itself and that number doubles.

$5+5=10$



Times Tables

- multiple approaches work best
- repetition, repetition, repetition
- card games - turn and match
- Completing a multiplication square
- online games - <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
- recall - <https://www.nationwideeducation.co.uk/www/plash/bsc/bsc-plash/index.html>
- Counting in jumps of 2, 10, 5 and 3

Any Questions?

GO DOWN
DEEP ENOUGH INTO
ANYTHING AND
YOU WILL FIND
Mathematics.

Dean Schlieter