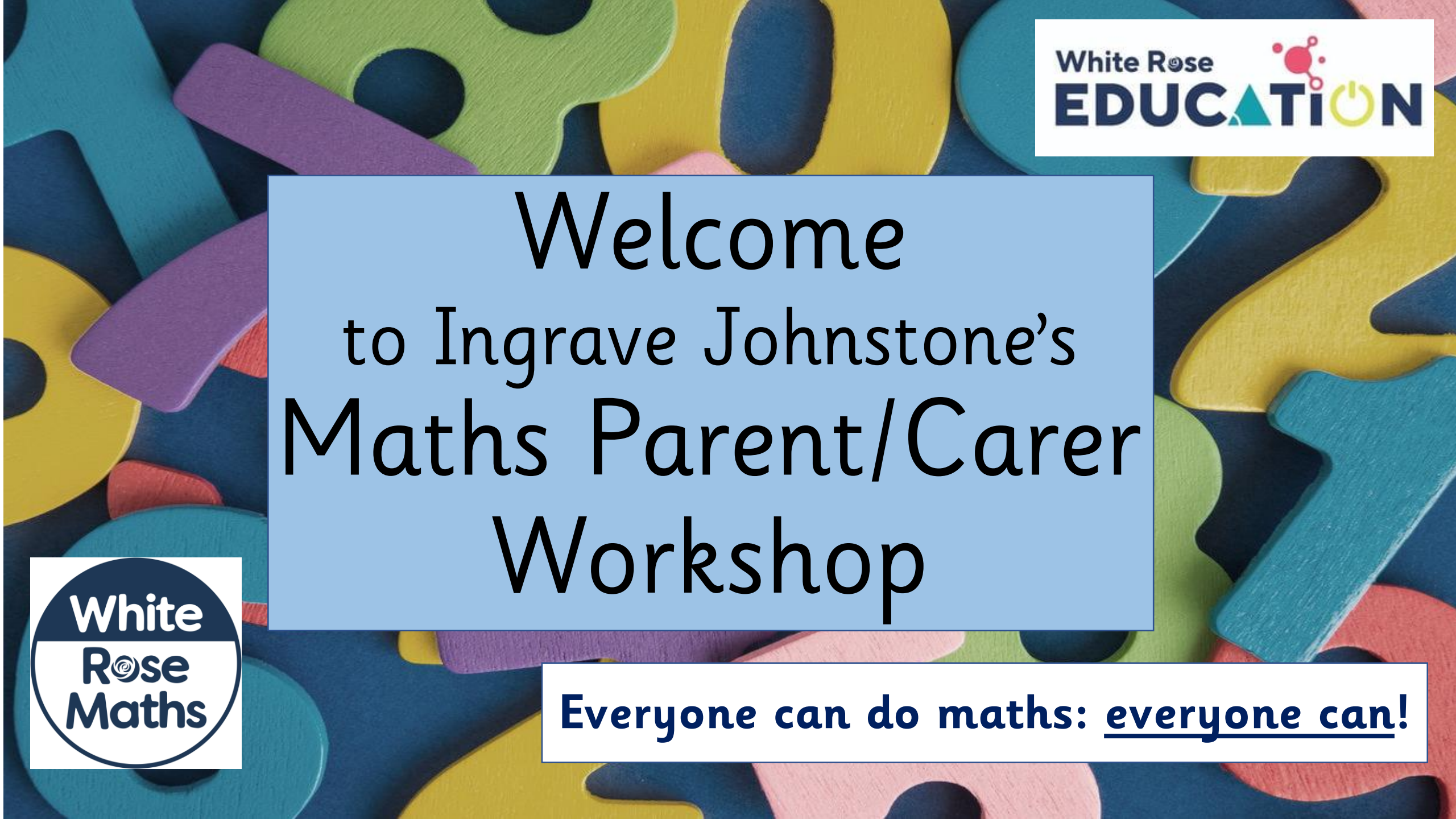


Welcome
to Ingrave Johnstone's
Maths Parent/Carer Workshop

Everyone can do maths: <u>everyone can</u>!

Maths at IJS

What do we teach? White Rose Maths curriculum

Why? Theory and evidence

How? Sequence of units, Concrete-Pictorial-Abstract model, mastery approach

Maths with Michael | Michael Underwood | White Rose Maths (whiteroseeducation.com)

Everyone can do maths: everyone can!

Maths learning in lessons

CPA approach
From children's starting points
Regular reasoning opportunities
Challenge through mastery and depth rather than 'more'
Adaptive teaching
Daily starters

Everyone can do maths: everyone can!

Place Value in action

Everyone can do maths: everyone can!

Misconceptions

The = sign

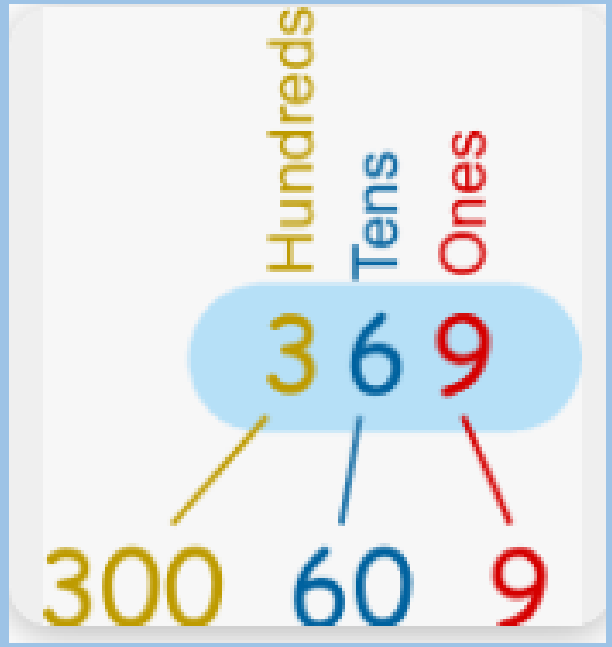
Does not point at the answer – answers can be anywhere in the question.

$12 + \square = 20$

$3 \times 5 = \square + 3$

100s, 10s and 1s

Ones – not units.



Partitioning

A number (such as 29) has 2 tens and 9 ones (not a 2 and 9)

The number is 29.

The digits/numerals are 2 and 9

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Misconceptions

Calculations

not 'sums' (sum only for addition)

5+6

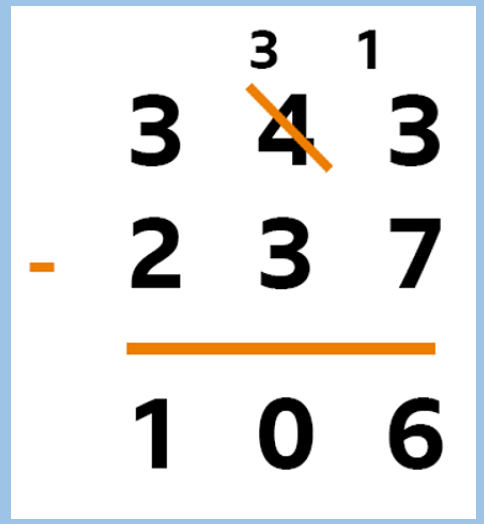
8x8

284 – 194

459÷7

Subtraction

We're exchanging, not 'borrowing'



Multiplying/ dividing by 10

The place value changes, we're not adding/taking off zeroes

6 ÷ 10 = 0.6

Everyone can do maths: everyone can!

Maths at home

Maths with Michael on WRM

https://whiteroseeducation.com/parent-pupil-resources/maths/maths-with-michael

Guides/workbooks/resources ON WRM

https://whiteroseeducation.com/parent-pupil-resources/maths/free-downloads

Support for parents online

https://mathsathome.lgfl.org.uk/main.html

Calculation Policy on school website

https://www.ingravejohnstoneprimaryschool.co.uk/_site/data/files/policies/DC9CA31538930F944894F1152087995B.pdf

https://www.ingravejohnstoneprimaryschool.co.uk/_site/data/files/policies/4514A8F094D4E9E52C8A59D16F84450C.pdf

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Maths at home

APPs and games

1 Minute Maths – WRM

Times Tables Rockstars

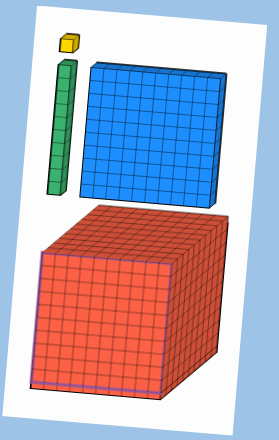
MATHS GAMES

Topmarks - all year groups

https://www.topmarks.co.uk/maths-games/5-7-years/counting

Transum - KS2/UKS2

https://www.transum.org/Software/Game/



Digital Tools

https://whiteroseeducation.com/resources/digital-tools

https://mathsbot.com/manipulativeMenu

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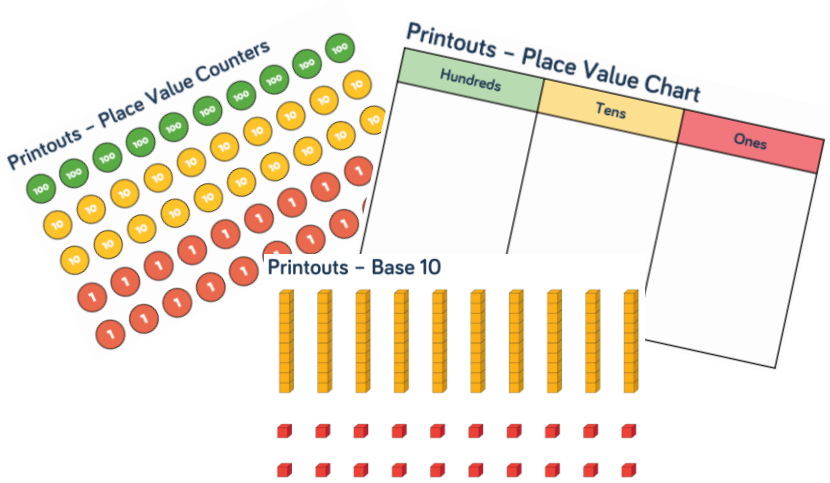
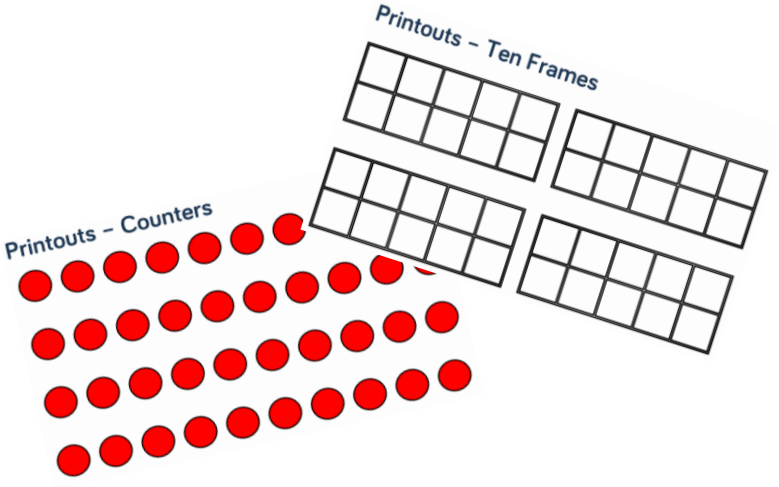


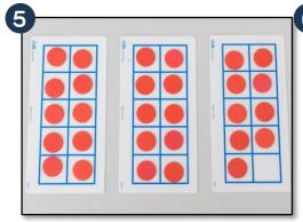


We are going to make the number 29 in different ways.

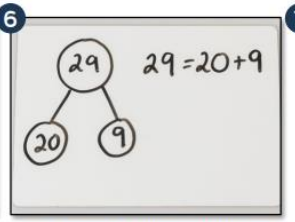
Ask your child to fill a ten frame by putting 1 counter in each box. When the ten frame is full, ask them "how many counters are there?"

Now ask your child to fill another ten frame. Ask them "how many counters are there now?" Show them that there are 2 tens which is 20 counters.

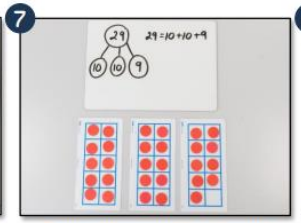
Take another ten frame and ask "how many more counters do we need to make 29?' They may need to count in 1s from 21 to 29 to realise that they need 9 more counters.



Ask "What number is represented?" Explain that there are 2 tens (completed ten frames) and 9 ones. This is the number 29



Draw a part-whole model with two parts. Write 29 in the whole and ask your child what the parts could be.



Draw another part-whole model with three parts. Ask your child what the parts could be. Ask them to show you where each part is on the ten frames.

Ask your child to make 29 using straws. Get them to bundle 20 of the straws into 2 groups of 10. If you don't have straws, you could use pencils or strips of paper.

Now Try These

15 32 40

Try representing each of the numbers using ten frames, counters, part-whole models and straws. What does this tell you about each number?

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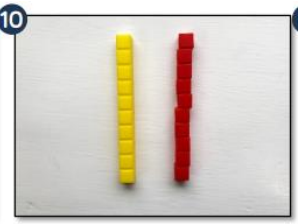
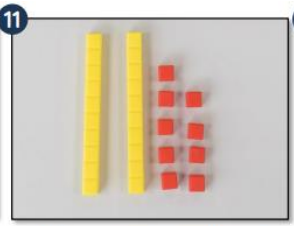
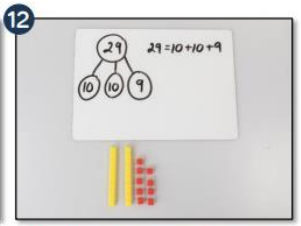
Now explain that we're going to make the number 29 using different equipment, starting with Base 10.



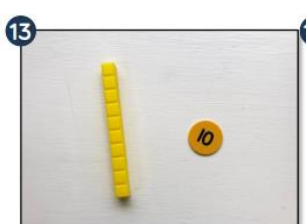
Explain to your child that the yellow rod is worth ten because it is made up of 10 ones.



Ask "how many tens are there in 29?" There are 2 tens.
Ask "how many ones are there in 29?" There are 9 ones.
Make the number 29 using Base 10

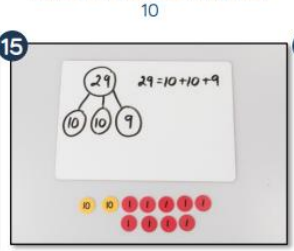


Show this next to your part-whole model from earlier. Ask "where can each part be seen in the Base 10?" Each 10 is a yellow rod and the 9 is the red ones.

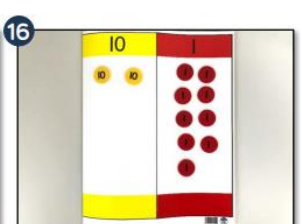


The next step in understanding is for your child to know that the ten rod can be represented by a single ten counter.

Ask your child to make 29 using place value counters. Show them the link between the tens and ones in Base 10 and the place value counters.



Show the counters alongside the part-whole models to reinforce that 1 ten counter is worth 10 ones counters.



For next steps, you could show your place value counters on a place value chart. This helps children organise their work.

Now Try These

15 32 40

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Workshops – see for yourselves!

EYFS – Ms Neill and Mr Rogers in Class Reception

Y1/Y2 – Mrs Smart and Miss Mda in Class 2

Y3/Y4 – Mrs Gregory and Mrs Bryant Berkin in Class 4

Y5/Y6 – Mrs Knox and Mrs Allan in Class 5

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Next time... Spring Term

Using Maths at IJS
Half-termly problem solving mornings
Bar modelling
RUCSAC
Application opportunities

Everyone can do maths: everyone can!