



**Melbourne  
Infant School**

# **Meeting for parents - Maths**

**October 2018**





# Aims and Objectives

- To provide an overview of how Maths is taught at school.
- To outline how parents can help at home.
- To provide an opportunity for you to ask questions about Maths at Melbourne Infants.



# Three main Aims of the National Curriculum (KS1)

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



# Mastery approach

Everyone can do maths

Whole-class interactive teaching – all pupils working together on the same lesson content at the same time.

All pupils master concepts before moving to the next part of the curriculum sequence – no pupil to be left





# Old vs New

Focus on repetition

More able - more content

Differentiation by task

Less able - held back



Deepening understanding

Real world problem solving

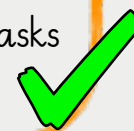
Applying skills in new ways

Differentiation by  
resource/support/time

Choice/variety in methods

Mixed ability groups

Low threshold - high ceiling tasks





# Long term overview

Mixed Age White Rose – Year 1 and 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Place Value						Shape		Addition & Subtraction				Shape (continued)	
Spring	Multiplication / Division  Y1 place value to 50			Fractions  Y1 place value to 100			Time		Money		Measures			
Summer	Problem Solving and Effective Strategies				Statistics	Position & Direction								



# Mastery in Reception

Based around the same concepts

Objectives come from Development Matters

Children start learning mastery skills

Can you represent the number five?

The 'fiveness' of five?



'Fiveness' of

5

Represent

Number bonds

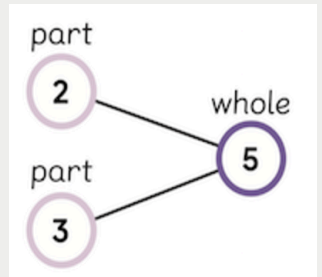
Mr Simpson can't share five sweets with Mrs Reed, can you explain why?

Prove it

Show me

Convince me

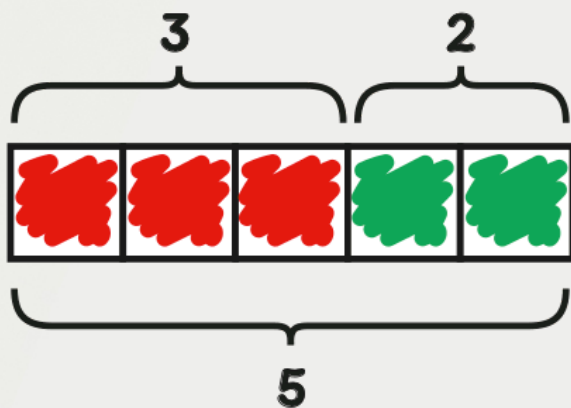
Patterns







# Concrete - Pictorial - Abstract



$$3 + 2 = \boxed{5}$$

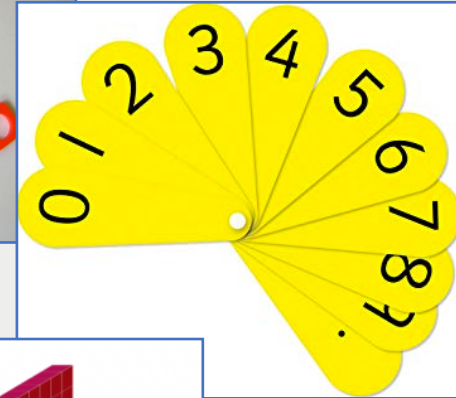


# Resources and Strategies

Numicon



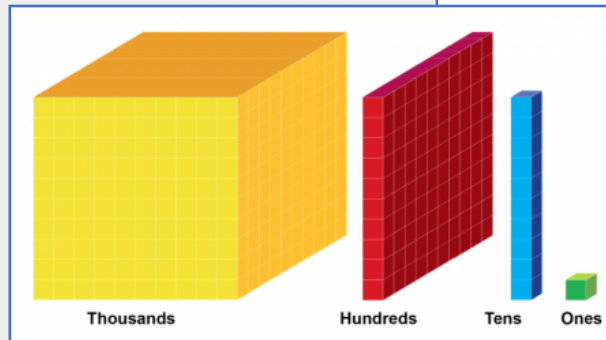
Number fans



Tens and ones

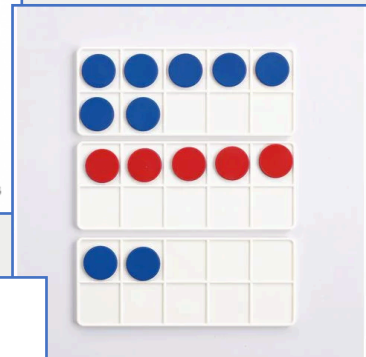
Counting objects

100 squares

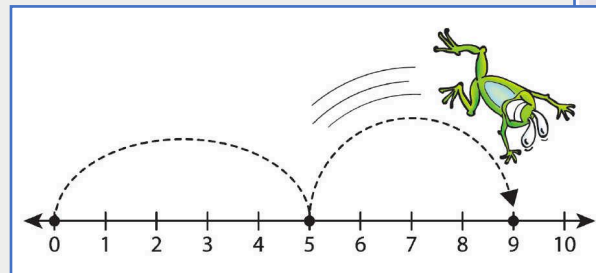


Number lines

Tens Frames



Calculations policy





# How can you help at home?

Talk to your children about their maths learning.

Discuss numbers all around you: door numbers, bus numbers etc.

Encourage your child to predict what number might come next; door numbers, motorway junctions; odd or even – encourage deep thinking.

Cooking or shopping with your children, getting them to weigh ingredients; use mathematical language of 'more' or 'less/fewer'.

Focus on the value of a number not 'just' counting.

Promote maths positivity, try not to pass on hang-ups.



# Practise makes perfect.

Rhymes/ action songs

Counting forwards and backwards in a variety of patterns and starting from any number.

Number bonds

Doubles and halves

Times tables – especially 2's, 5's, 10's

Finding shapes in the environment.





Thank you!

We will be here to answer any  
questions ask at the end.

Please ask.