



Welcome to our KS2 Maths Parent Workshop



Aims:

- To give an overview of how maths is taught at Ellison Boulters
- To share some of the practical resources which are used by children in maths lessons
- To share strategies you could use to support your child(ren) at home
- To provide time to look more specifically at your child(ren)'s year group –
 - What are the key maths objectives being taught?
 - How are these taught in school?
 - How can you support your child at home with maths?
- To answer any questions you may have



When children leave Ellison Boulton we would like them to:

- Enjoy maths and see its relevance in 'the real world'.
- Have a growth mindset about maths – developing a 'can do'/'have a go' approach.
- Have secure knowledge of number facts and a good understanding of the four operations.
- Use this knowledge to carry out calculations mentally.
- Make use of diagrams and jottings to help record the steps to solving a problem.
- Have an efficient, reliable, written method of calculation for each operation.
- Have the skills to problem solve through mathematical thinking and reasoning by spotting patterns and making connections.



Number

- Number is key to all other aspects of maths.
- It includes:
 - Counting
 - Understanding number
 - Knowing and using number facts
 - Calculating

You can make a difference to your child's learning by playing simple maths games **little and often**. With just a few minutes each day, children's confidence and self-esteem can soar.



All children will have access to the National Curriculum for Mathematics (2014). This is set down under the following aims –

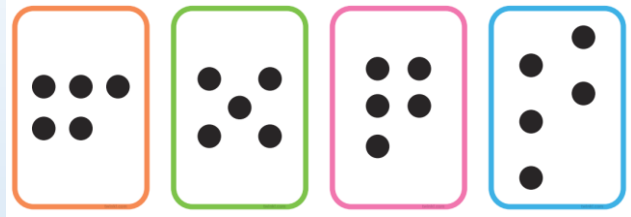
Fluency - become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

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.

Fundamental Skills

Subitising



Counting

Doubling and halving

Number bonds – Just knowing that $3 + 4 = 7$ / $30 + 40 = 70$
Bonds within 10 and 20 but also bridging 10

Odd and even numbers

Times tables



$$1 + 1 = 2$$

$$2 + 2 = 4$$

$$3 + 3 = 6$$

$$4 + 4 = 8$$

$$5 + 5 = 10$$

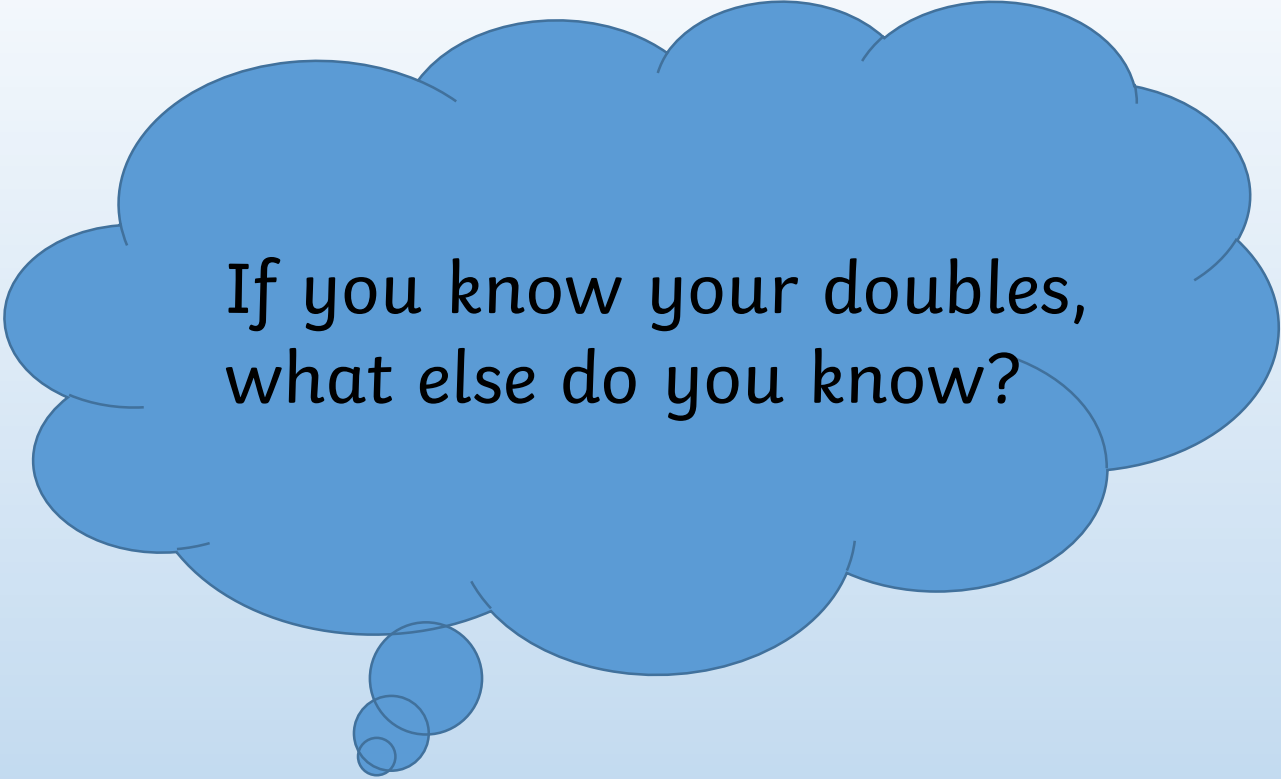
$$6 + 6 = 12$$

$$7 + 7 = 14$$

$$8 + 8 = 16$$

$$9 + 9 = 18$$

$$10 + 10 = 20$$



If you know your doubles,
what else do you know?

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

- Adding 1
- Doubles
- Adding 2
- Bonds to 10
- Adding 10
- Adding 0
- Near doubles
- Bridging/compensating

Show the KS1 progression of number facts.

Fractions, Decimals, Percentages and Money Equivalents (£ and p)

	=	1	=	1	=	100%	=	£1.00 or 100p	=	
	=	$\frac{1}{2}$	=	0.5	=	50%	=	£0.50 or 50p	=	
	=	$\frac{1}{3}$	=	0.3	=	33.3%	=	-	=	-
	=	$\frac{1}{4}$	=	0.25	=	25%	=	-	=	-
	=	$\frac{1}{5}$	=	0.2	=	20%	=	£0.20 or 20p	=	
	=	$\frac{1}{8}$	=	0.125	=	12.5%	=	-	=	-
	=	$\frac{1}{10}$	=	0.1	=	10%	=	£0.10 or 10p	=	
	=	$\frac{1}{20}$	=	0.05	=	5%	=	£0.05 or 5p	=	
	=	$\frac{1}{50}$	=	0.02	=	2%	=	£0.02 or 2p	=	
	=	$\frac{1}{100}$	=	0.01	=	1%	=	£0.01 or 1p	=	

Learning some key facts will help with fluency.



Calculation Methods

- The maths work that your child is doing in school may look different to the kind of 'sums' you remember.
 - Many parents express concerns about helping at home and showing 'wrong' methods to their children.
 - Our Calculation Policy outlines how maths is taught from Reception through to Year 6
- (copies are on our website <https://www.ellisonboultonacademy.co.uk/>).

Lower key stage 2 - years 3 and 4



- The principal focus of mathematics teaching in lower key stage 2 is to **ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value.** This should ensure that pupils **develop efficient written and mental methods** and perform calculations accurately with **increasingly large whole numbers.**
- At this stage, pupils should develop their ability to **solve a range of problems**, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and **develop mathematical reasoning** so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.
- **By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.**
- Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.



Upper key stage 2 - years 5 and 6

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils **extend their understanding of the number system and place value to include larger integers**. This should **develop the connections** that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should **develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation**. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, **pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages**.

Pupils should read, spell and pronounce mathematical vocabulary correctly.



Addition

Glossary

Addend - A number to be added to another.

Aggregation - combining two or more quantities or measures to find a total.

Augmentation - increasing a quantity or measure by another quantity.

Commutative - numbers can be added in any order.

Complement - in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000

Difference - the numerical difference between two numbers is found by comparing the quantity in each group.

Exchange - Change a number or expression for another of an equal value.

Minuend - A quantity or number from which another is subtracted.

Partitioning - Splitting a number into its component parts.

Reduction - Subtraction as take away.

Subitise - Instantly recognise the number of objects in a small group without needing to count.

Subtrahend - A number to be subtracted from another.

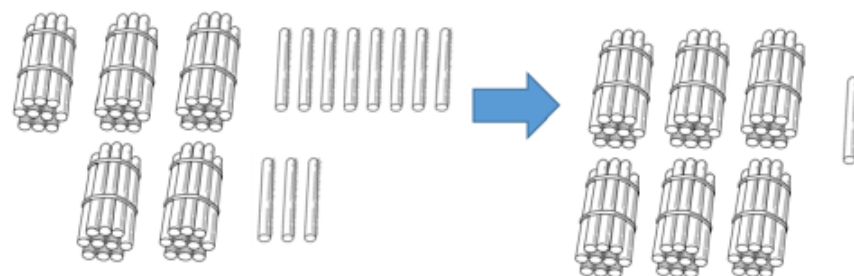
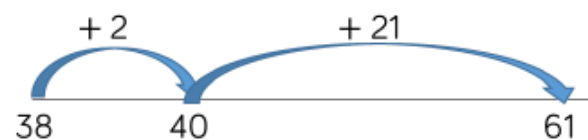
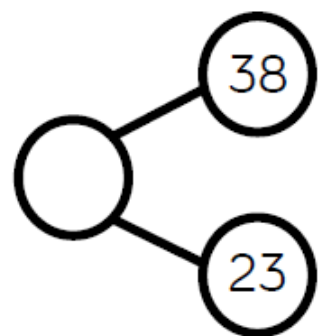
Sum - The result of an addition.

Total - The aggregate or the sum found by addition.



Skill: Add two 2-digit numbers to 100

Year: 2/3



$$38 + 23 = 61$$

Tens	Ones

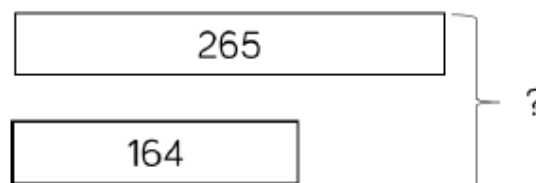
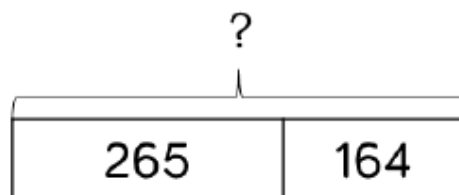
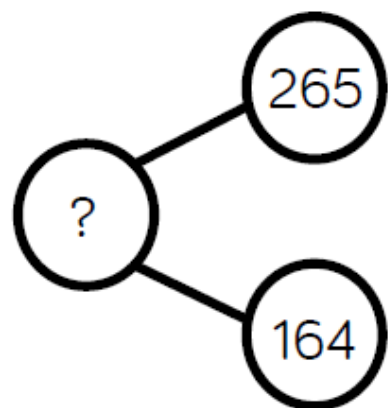
$$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \\ 1 \end{array}$$

Tens	Ones

Children can use a blank number line and other representations to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient. From Year 3, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.

Skill: Add numbers with up to 3 digits

Year: 3



$$265 + 164 = 429$$

Hundreds	Tens	Ones

$$\begin{array}{r} 265 \\ + 164 \\ \hline 429 \\ 1 \end{array}$$

Hundreds	Tens	Ones

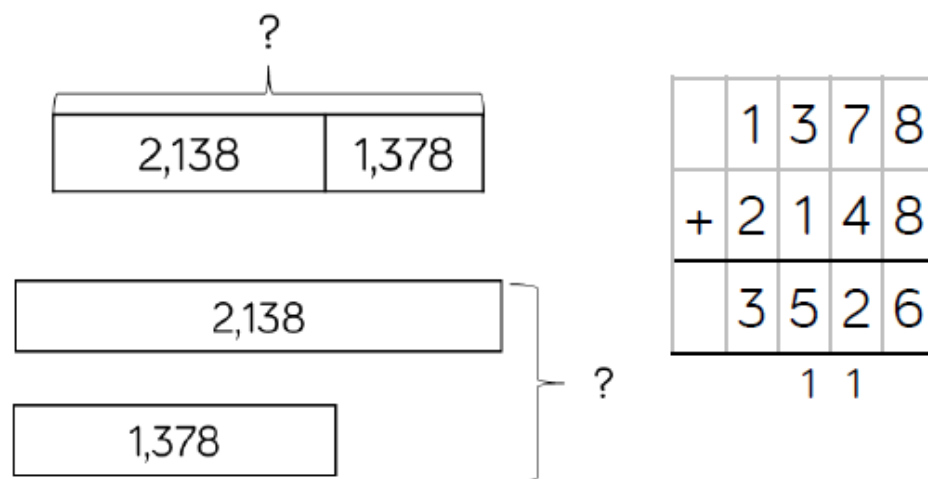
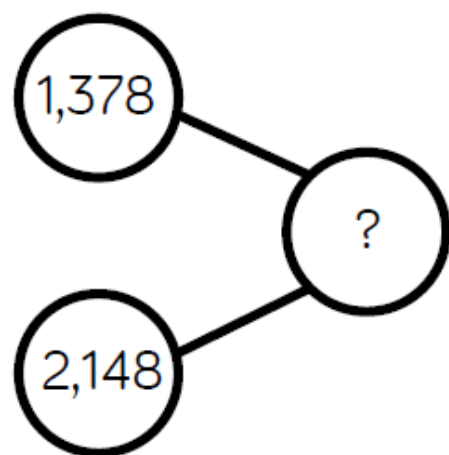
Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

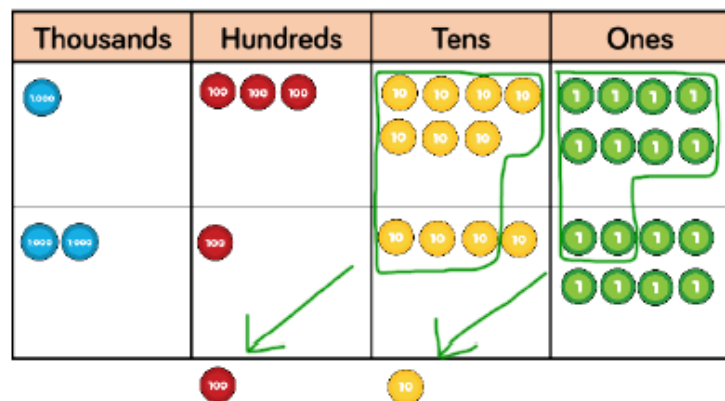
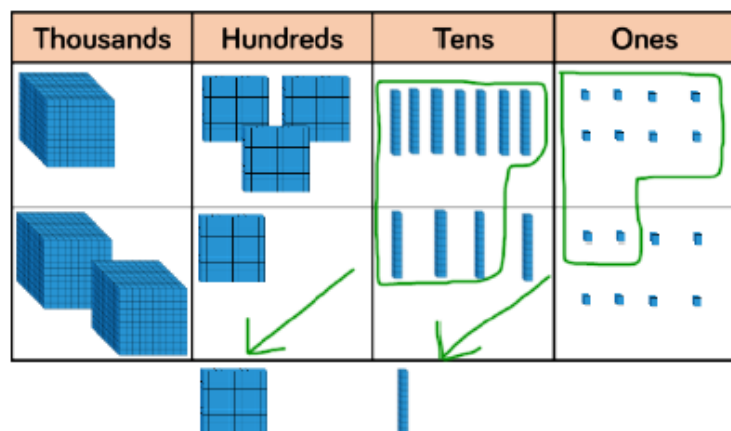
Plain counters on a place value grid can also be used to support learning.

Skill: Add numbers with up to 4 digits

Year: 4



$$1,378 + 2,148 = 3,526$$



Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 4 digits.

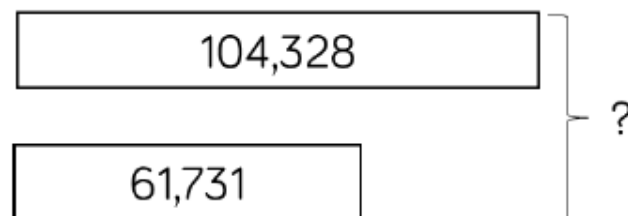
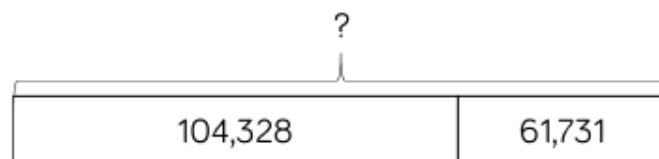
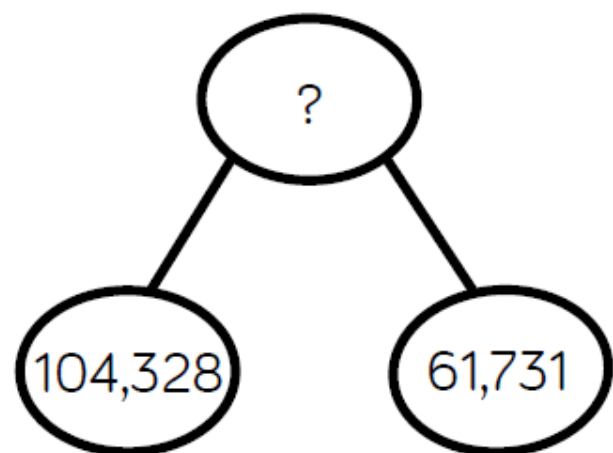
Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.



Skill: Add numbers with more than 4 digits

Year: 5/6



$$104,328 + 61,731 = 166,059$$

HTh	TTh	Th	H	T	O
100,000		1,000 1,000 1,000 1,000	100 100 100	10 10	1 1 1 1 1 1 1 1
	10,000 10,000 10,000 10,000 10,000 10,000	1,000	100 100 100 100 100 100 100	10 10 10	1

1	0	4	3	2	8
+	6	1	7	3	1
1	6	6	0	5	9

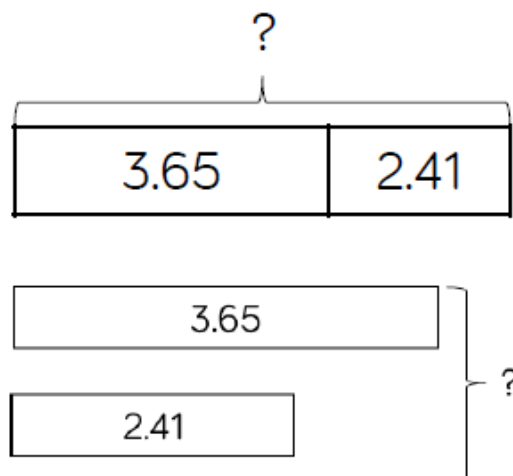
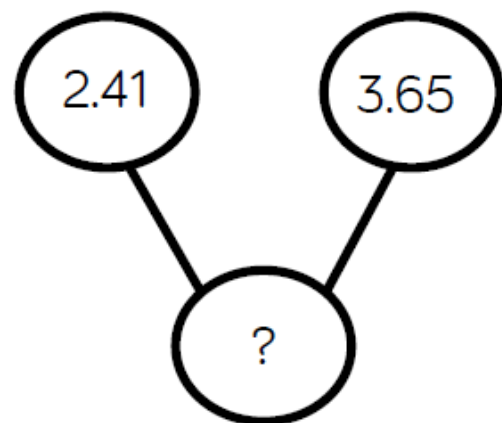
1

Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.

Skill: Add with up to 3 decimal places

Year: 5



$$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}$$

$$3.65 + 2.41 = 6.06$$

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01
1 1	0.1 0.1 0.1 0.1	0.01

1

Ones	Tenths	Hundredths
● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ●
● ●	● ● ● ● ● ● ●	●

●

Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places.

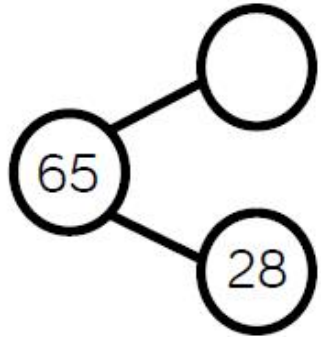
Ensure children have experience of adding decimals with a variety of decimal places. This includes putting this into context when adding money and other measures.



Subtraction

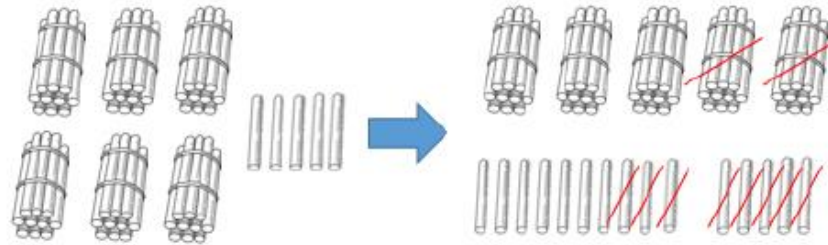
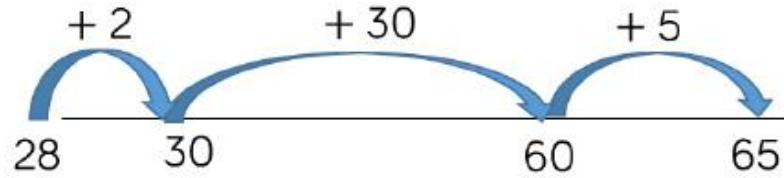
Skill: Subtract 1 and 2-digit numbers to 100

Year: 2/3



65

?	28
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$$65 - 28 = 37$$

Tens	Ones

$$\begin{array}{r} 5 1 \\ 65 \\ - 28 \\ \hline 37 \end{array}$$

Tens	Ones

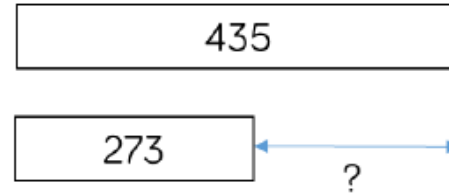
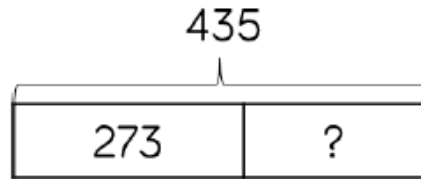
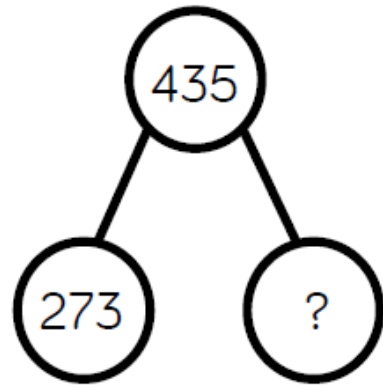
Children can also use a blank number line to count back to find the difference.

Encourage them to jump to multiples of 10 to become more efficient.

From Year 3, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.

Skill: Subtract numbers with up to 3 digits

Year: 3



$$435 - 273 = 162$$

Hundreds	Tens	Ones

$$\begin{array}{r} 435 \\ - 273 \\ \hline 162 \end{array}$$

Hundreds	Tens	Ones

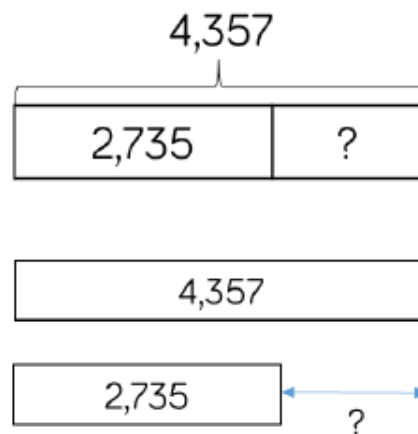
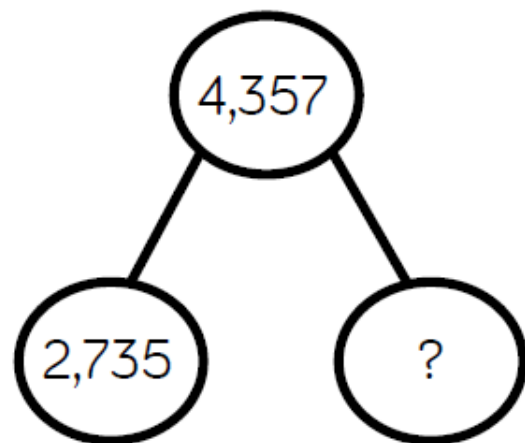
Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Skill: Subtract numbers with up to 4 digits

Year: 4



$$\begin{array}{r} \begin{smallmatrix} 3 & 1 \\ \cancel{4} & \cancel{3} \end{smallmatrix} 57 \\ - 2735 \\ \hline 1622 \end{array}$$

$$4,357 - 2,735 = 1,622$$

Thousands	Hundreds	Tens	Ones

Thousands	Hundreds	Tens	Ones

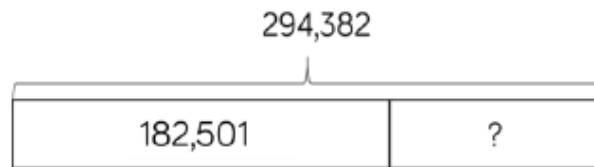
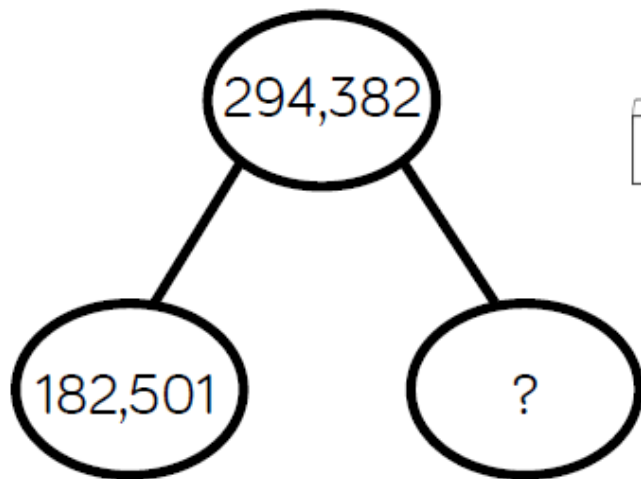
Base 10 and place value counters are the most effective manipulatives when subtracting numbers with up to 4 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Skill: Subtract numbers with more than 4 digits

Year: 5/6



294,382

182,501

$$294,382 - 182,501 = 111,881$$

HTh	TTh	Th	H	T	O
100,000 100,000	10,000 10,000 10,000 10,000 10,000 10,000	1,000 1,000 1,000 1,000	100 100 100 100 100 100 100 100 100 100 100 100	10 10 10 10 10 10 10 10	1 1

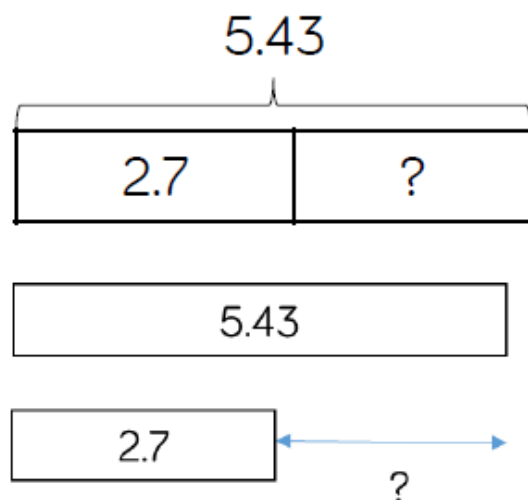
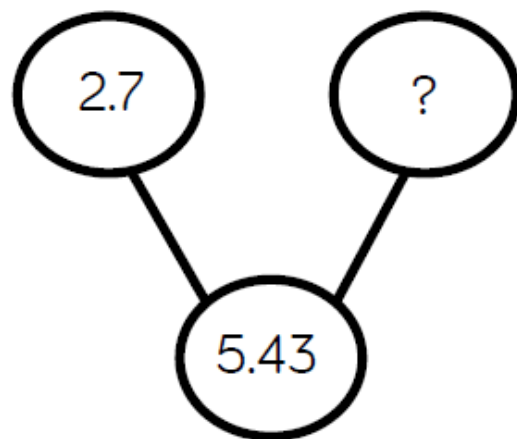
	2	9	3	1	8	2
-	1	8	2	5	0	1
	1	1	1	8	8	1

Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.

Skill: Subtract with up to 3 decimal places

Year: 5/6



$$\begin{array}{r} 4 \quad 1 \\ 5.43 \\ - 2.7 \\ \hline 2.73 \end{array}$$

$$5.43 - 2.7 = 2.73$$

Ones	Tenths	Hundredths
1 1 1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01

Ones	Tenths	Hundredths
1 1 1 0.1	0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01

Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places.

Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.



Multiplication and Division

Glossary

Array – An ordered collection of counters, cubes or other item in rows and columns.

Commutative – Numbers can be multiplied in any order.

Dividend – In division, the number that is divided.

Divisor – In division, the number by which another is divided.

Exchange – Change a number or expression for another of an equal value.

Factor – A number that multiplies with another to make a product.

Multiplicand – In multiplication, a number to be multiplied by another.

Partitioning – Splitting a number into its component parts.

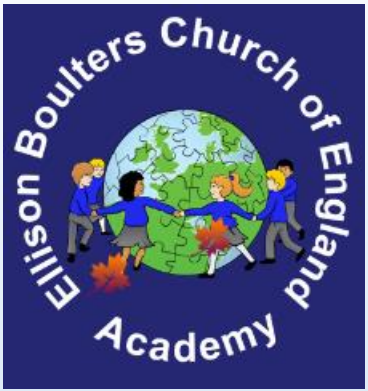
Product – The result of multiplying one number by another.

Quotient – The result of a division

Remainder – The amount left over after a division when the divisor is not a factor of the dividend.

Scaling – Enlarging or reducing a number by a given amount, called the scale factor

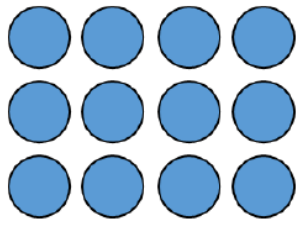




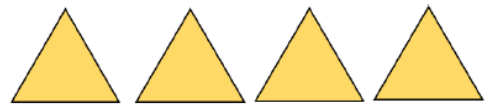
Skill: 3 times table

Year: 3

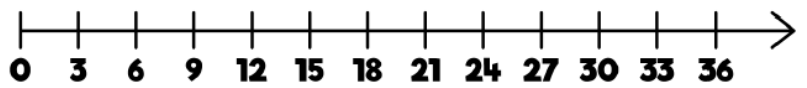




1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



36912

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.

Skill: 6 times table

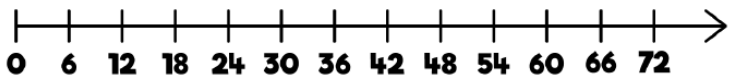
Year: 4





6	12	18	24	30
36	42	48	54	60
66	72	78	84	90

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

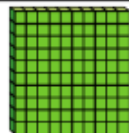
Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the six times table, using manipulatives to support. Make links to the 3 times table, seeing how each multiple is double the threes. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Times Tables

Skill: Multiply 2-digit numbers by 1-digit numbers

Year: 3/4

Hundreds	Tens	Ones
		
		
		
		
		



$$34 \times 5 = 170$$

	H	T	O
		3	4
×			5
	1	7	0
	1	2	

	H	T	O	
		3	4	
×			5	
		2	0	(5 × 4)
+	1	5	0	(5 × 30)
	1	7	0	

Hundreds	Tens	Ones
		
		
		
		
		

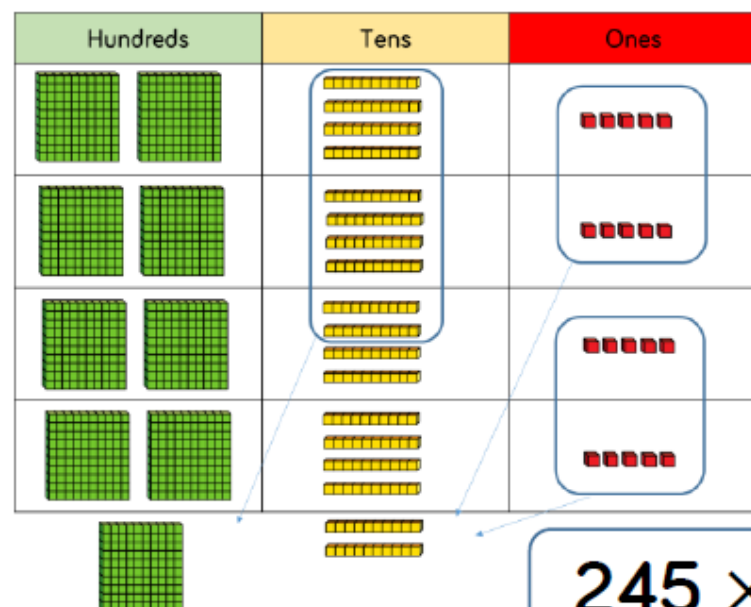
Informal methods and the expanded method are used in Year 3 before moving on to the short multiplication method in Year 4.

Place value counters should be used to support the understanding of the method rather than supporting the multiplication, as children should use times table knowledge.



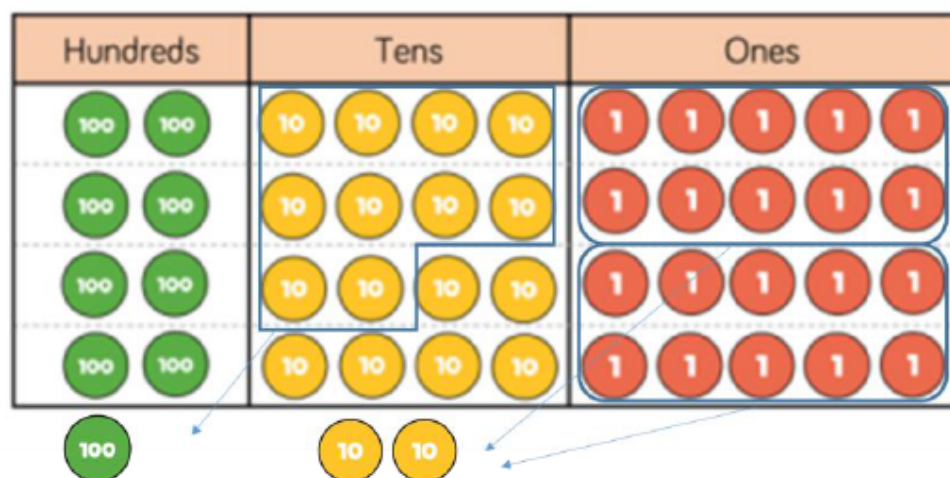
Skill: Multiply 3-digit numbers by 1-digit numbers

Year: 4



	H	T	O
	2	4	5
x			4
	9	8	0
	1	2	

$$245 \times 4 = 980$$

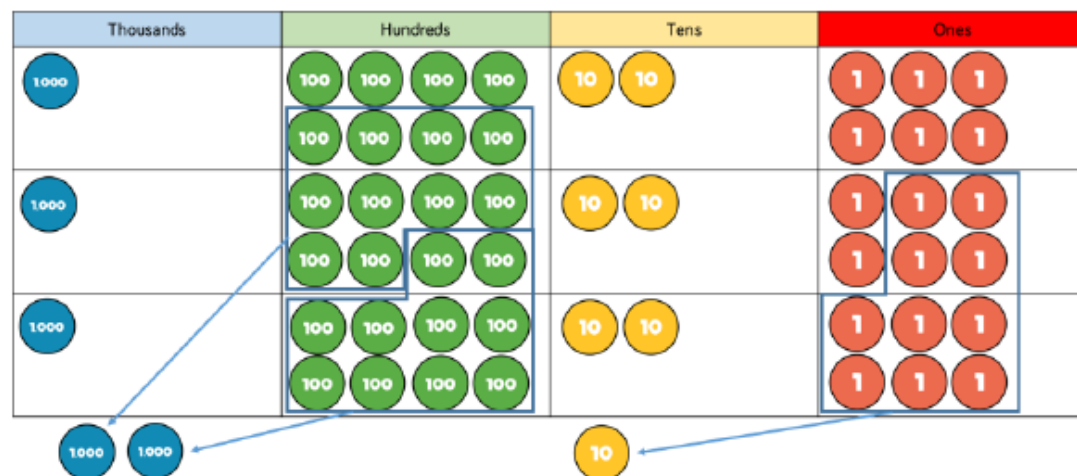


When moving to 3-digit by 1-digit multiplication, encourage children to move towards the short, formal written method.

Base 10 and place value counters continue to support the understanding of the written method. Limit the number of exchanges needed in the questions and move children away from resources when multiplying larger numbers.

Skill: Multiply 4-digit numbers by 1-digit numbers

Year: 5



$$1,826 \times 3 = 5,478$$

	Th	H	T	O
	1	8	2	6
×				3
	5	4	7	8
	2		1	

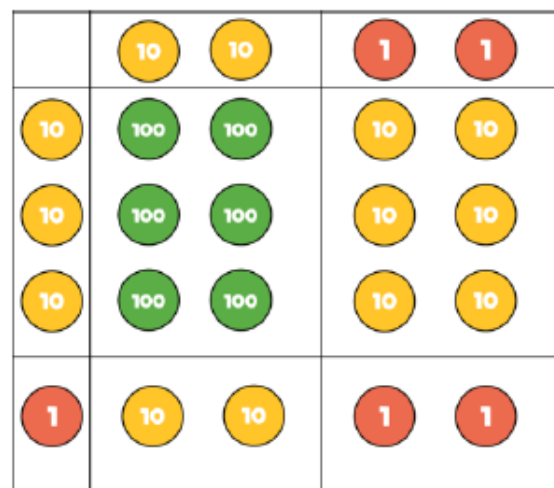
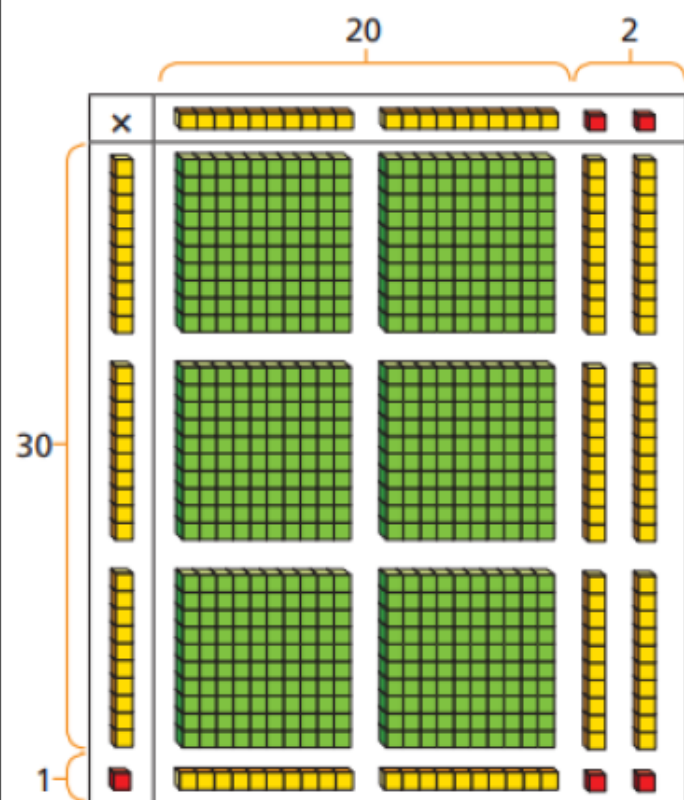
When multiplying 4-digit numbers, place value counters are the best manipulative to use to support children in their understanding of the formal written method.

If children are multiplying larger numbers and struggling with their times tables, encourage the use of multiplication grids so children can focus on the use of the written method.



Skill: Multiply 2-digit numbers by 2-digit numbers

Year: 5



×	20	2
30	600	60
1	20	2

	H	T	O
		2	2
×		3	1
		2	2
	6	6	0
	6	8	2

When multiplying a multi-digit number by 2-digits, use the area model to help children understand the size of the numbers they are using. This links to finding the area of a rectangle by finding the space covered by the Base 10.

The grid method matches the area model as an initial written method before moving on to the formal written multiplication method.

$$22 \times 31 = 682$$

Skill: Multiply 4-digit numbers by 2-digit numbers

Year: 5/6

TTh	Th	H	T	O
	2	7	3	9
×			2	8
2	1	9	1	2
2	5	3	7	
5	4	7	8	0
1		1		
7	6	6	9	2

1

$$2,739 \times 28 = 76,692$$

When multiplying 4-digits by 2-digits, children should be confident in using the formal written method.

If they are still struggling with times tables, provide multiplication grids to support when they are focusing on the use of the method.

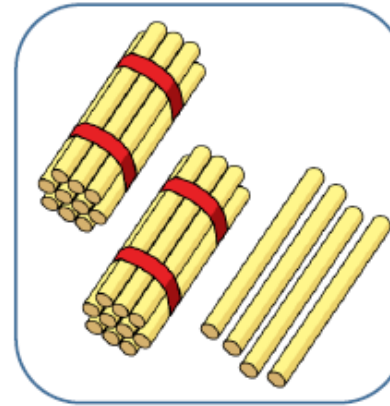
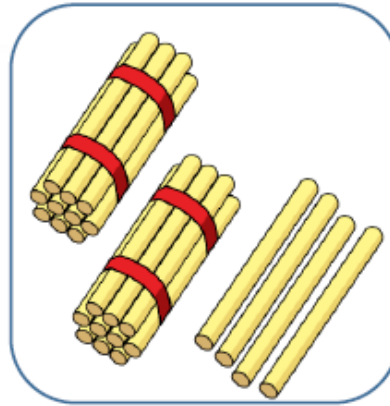
Consider where exchanged digits are placed and make sure this is consistent.



Skill: Divide 2-digits by 1-digit (sharing with no exchange)

Year: 3

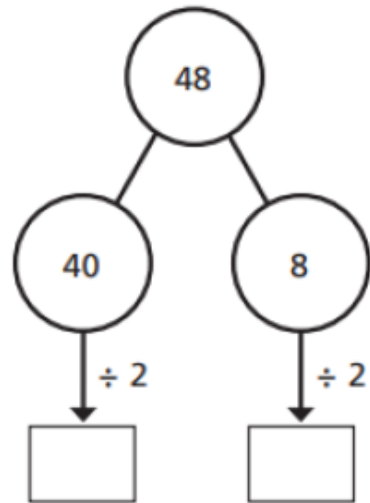
Tens	Ones
	
	



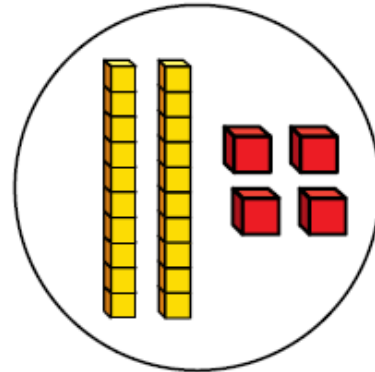
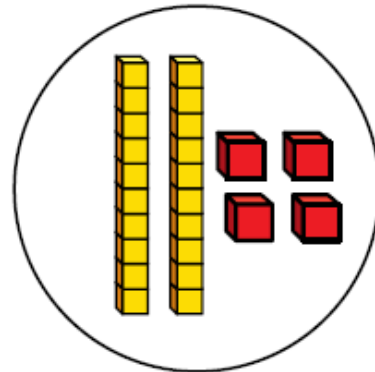
When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones.

Straws, Base 10 and place value counters can all be used to share numbers into equal groups.

Part-whole models can provide children with a clear written method that matches the concrete representation.

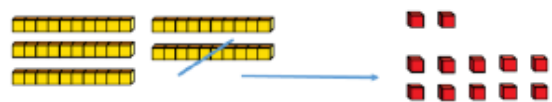


$$48 \div 2 = 24$$



Skill: Divide 2-digits by 1-digit (sharing with exchange)

Year: 3/4

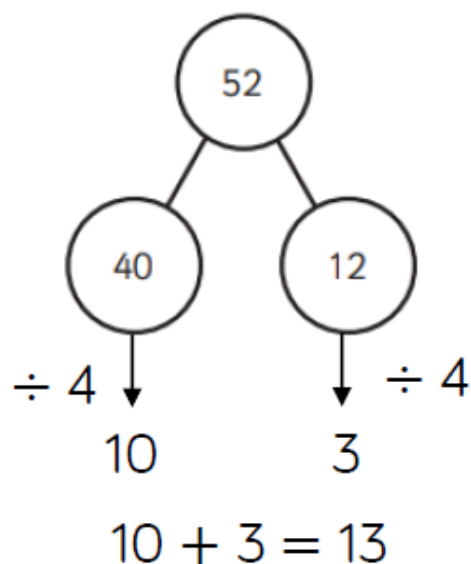


Tens	Ones
	
	
	
	

52

			
?	?	?	?

$$52 \div 4 = 13$$



Tens	Ones
	
	
	
	

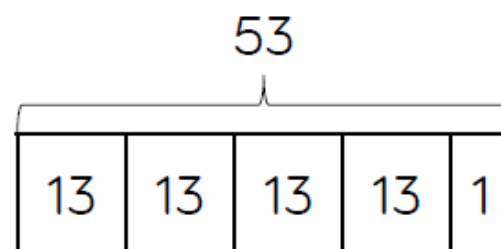
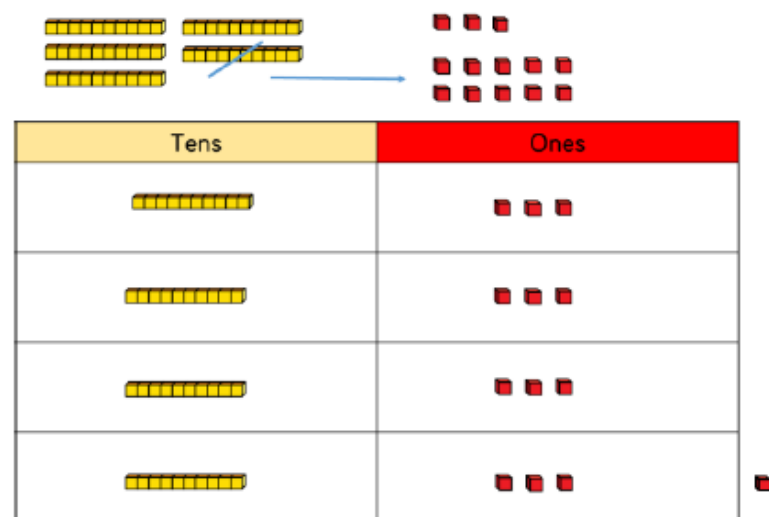
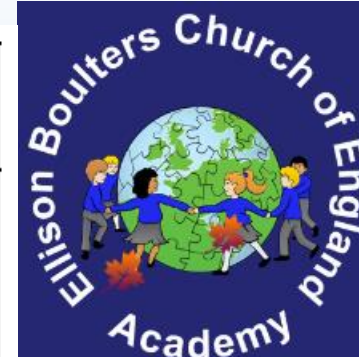
When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.

Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

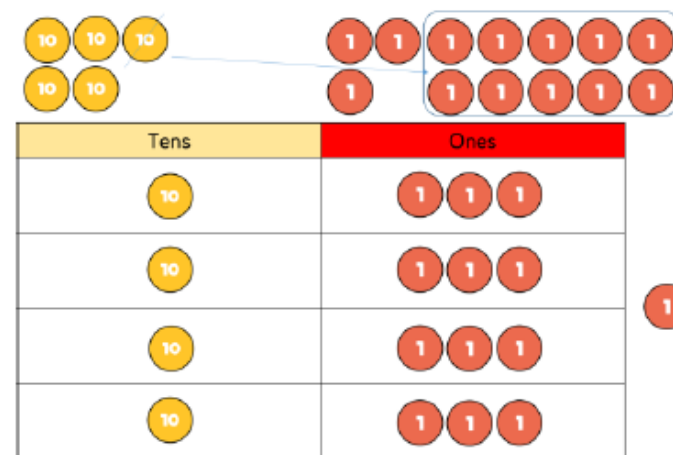
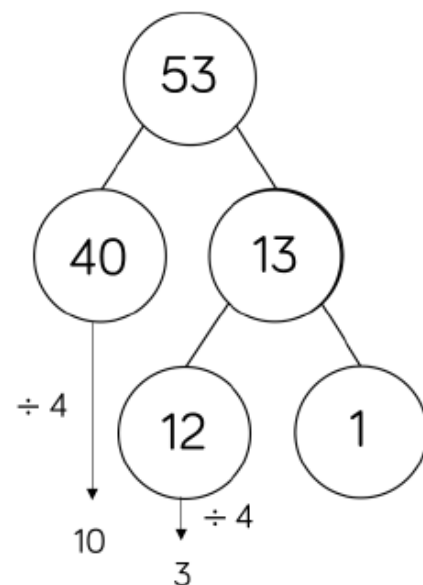
Flexible partitioning in a part-whole model supports this method.

Skill: Divide 2-digits by 1-digit (sharing with remainders)

Year: 3/4



$$53 \div 4 = 13 \text{ r}1$$



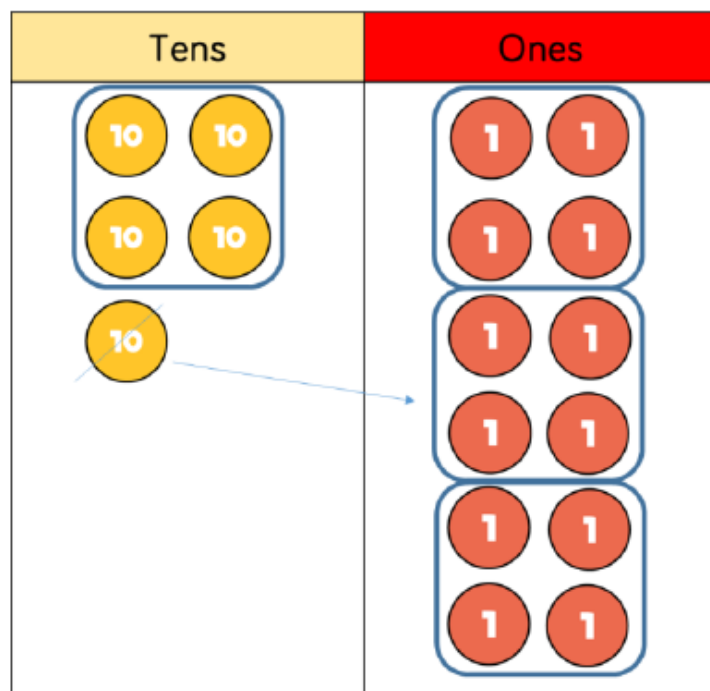
When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones.

Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made.

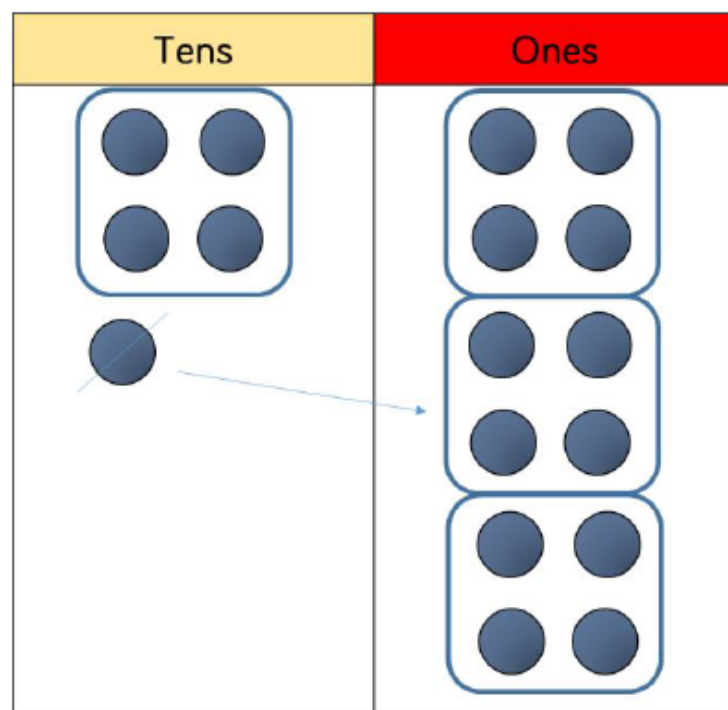
Flexible partitioning in a part-whole model supports this method.

Skill: Divide 2-digits by 1-digit (grouping)

Year: 5



		1	3	
	4	5	12	



$$52 \div 4 = 13$$

When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor.

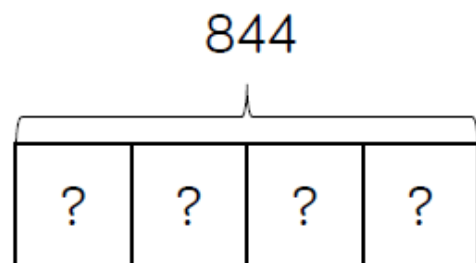
Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?'

Remainders can also be seen as they are left ungrouped.

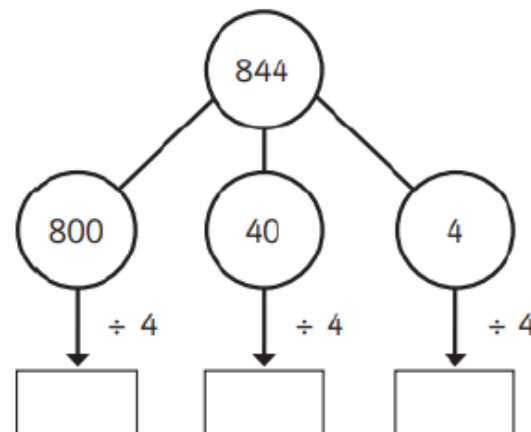
Skill: Divide 3-digits by 1-digit (sharing)

Year: 4

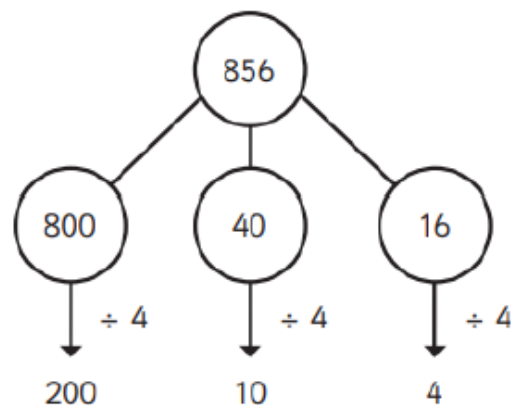
$$844 \div 4 = 211$$



H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1



$$856 \div 4 = 214$$

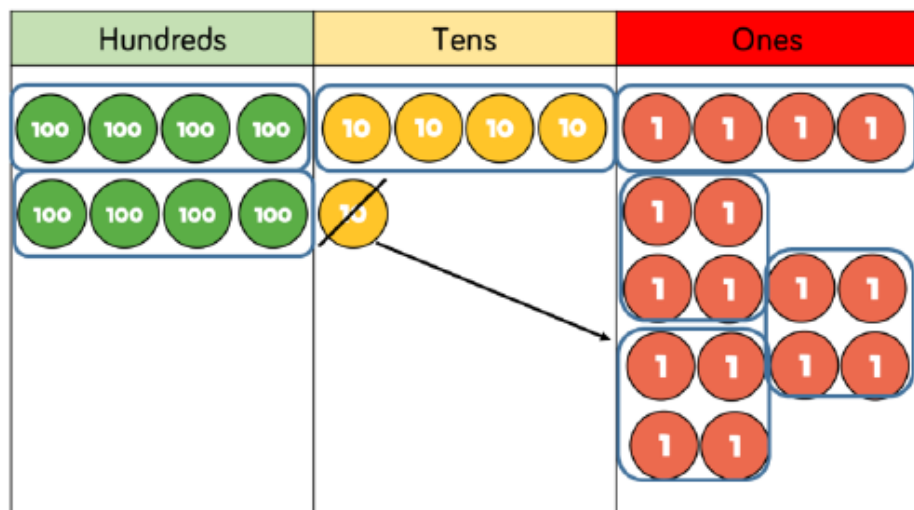


Hundreds	Tens	Ones
100 100	10	1 1 1 1
100 100	10	1 1 1 1
100 100	10	1 1 1 1
100 100	10	1 1 1 1

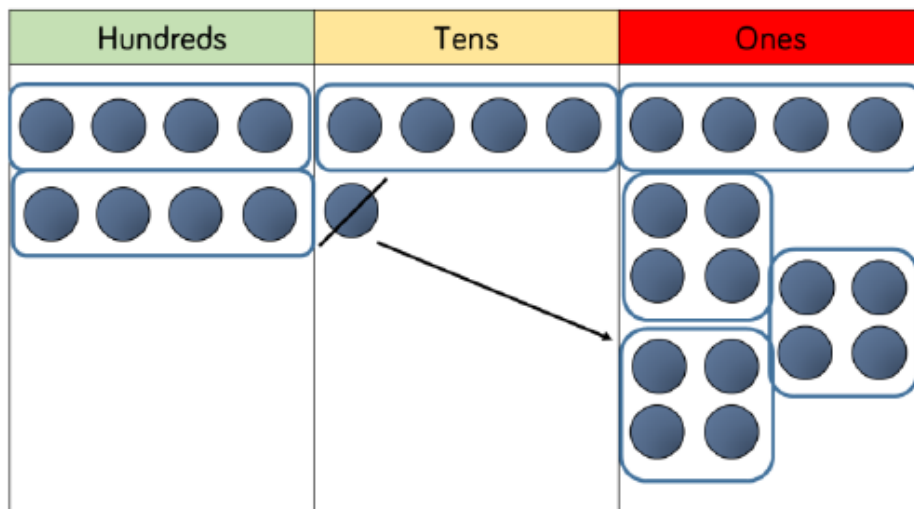
Children can continue to use place value counters to share 3-digit numbers into equal groups. Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders. Flexible partitioning in a part-whole model supports this method.

Skill: Divide 3-digits by 1-digit (grouping)

Year: 5



		2	1	4
	4	8	5	16



$$856 \div 4 = 214$$

Children can continue to use grouping to support their understanding of short division when dividing a 3-digit number by a 1-digit number.

Place value counters or plain counters can be used on a place value grid to support this understanding. Children can also draw their own counters and group them through a more pictorial method.

Skill: Divide multi digits by 2-digits (short division)

Year: 6

		0	3	6
	12	4	⁴ 3	⁷ 2

$$432 \div 12 = 36$$

$$7,335 \div 15 = 489$$

	0	4	8	9
15	7	⁷ 3	¹³ 3	¹³ 5

15	30	45	60	75	90	105	120	135	150
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When children begin to divide up to 4-digits by 2-digits, written methods become the most accurate as concrete and pictorial representations become less effective. Children can write out multiples to support their calculations with larger remainders. Children will also solve problems with remainders where the quotient can be rounded as appropriate.



Skill: Divide multi-digits by 2-digits (long division)

Year: 6

		0	3	6
1	2	4	3	2
	–	3	6	0
			7	2
	–		7	2
				0

(x30) $12 \times 1 = 12$
 $12 \times 2 = 24$
 $12 \times 3 = 36$
 $12 \times 4 = 48$
 $12 \times 5 = 60$
 (x6) $12 \times 6 = 72$
 $12 \times 7 = 84$
 $12 \times 8 = 96$
 $12 \times 9 = 108$
 $12 \times 10 = 120$

$$432 \div 12 = 36$$

$$7,335 \div 15 = 489$$

	0	4	8	9
15	7	3	3	5
–	6	0	0	0
	1	3	3	5
–	1	2	0	0
		1	3	5
–		1	3	5
				0

(x400) $1 \times 15 = 15$
 $2 \times 15 = 30$
 $3 \times 15 = 45$
 (x80) $4 \times 15 = 60$
 $5 \times 15 = 75$
 (x9) $10 \times 15 = 150$

Children can also divide by 2-digit numbers using long division.

Children can write out multiples to support their calculations with larger remainders.

Children will also solve problems with remainders where the quotient can be rounded as appropriate.





How can I support at home?

- Play games!
- Number bonds
- Times table practice
- Notice and discuss patterns and maths all around you.

Why play games?

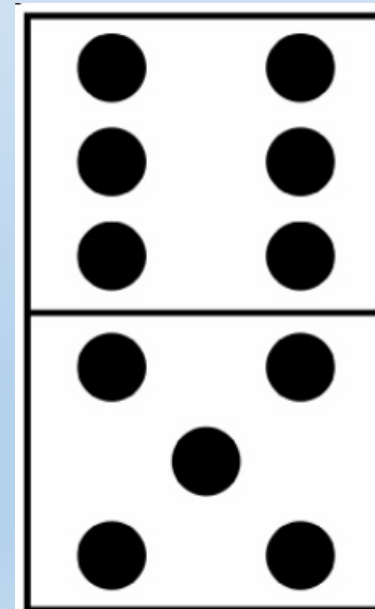
- ▶ It cannot be stressed enough how important playing games with your child is for not only developing their mathematical skills but also their all round thinking, logic, strategy and problem solving skills; as well as developing vital speaking and listening and social skills, such as turn taking and learning that we can't always win!
- ▶ Most importantly, they should be fun and a chance to share time together.

Games to play

- ▶ **Snakes and ladders** – as it is, vary dice numbers
- ▶ **Guess Who?** – systematic working, exploring possibilities
- ▶ **Junior Monopoly** – money
- ▶ **Cluedo** – strategy
- ▶ **Battleships** – coordinates and strategy
- ▶ **Noughts and crosses** – strategy
- ▶ **Connect 4** – strategy
- ▶ **Bingo/beetle drive**

Simple, versatile and practical resources you could use at home:

- Dice (subitise)
- Dominoes
- Playing cards – collecting totals, matching and remembering numbers.



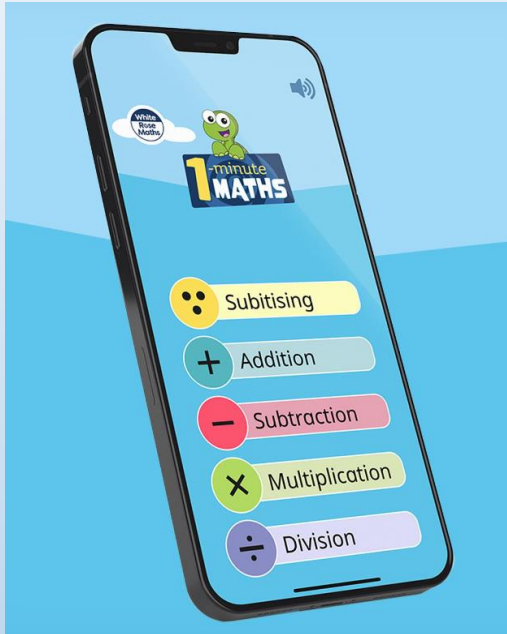
Everyday 'real' maths

- Counting up and down the stairs.
- Times table songs or quick recall games
- Out shopping – making totals, finding change, % discounts.
- Time – plan days out, what time to leave, how much money to take.
- Cooking – weighing ingredients, reading scales, adapting recipes.
- Keeping score in games.



Online resources -

<https://whiteroseeducation.com/>



Home learning

All of our home learning lessons for early years through to Year 11 are available now. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

SCHEME OF LEARNING 



<https://trockstars.com/>



Some advice



- Give lots of praise and encouragement
- Don't do lots of practice in one session. Little and often is much more beneficial.
- Remember that your focused attention is what children like and respond to.
- Never say that *you* were never any good at maths or give any indication that it is ok to 'give up on maths'.