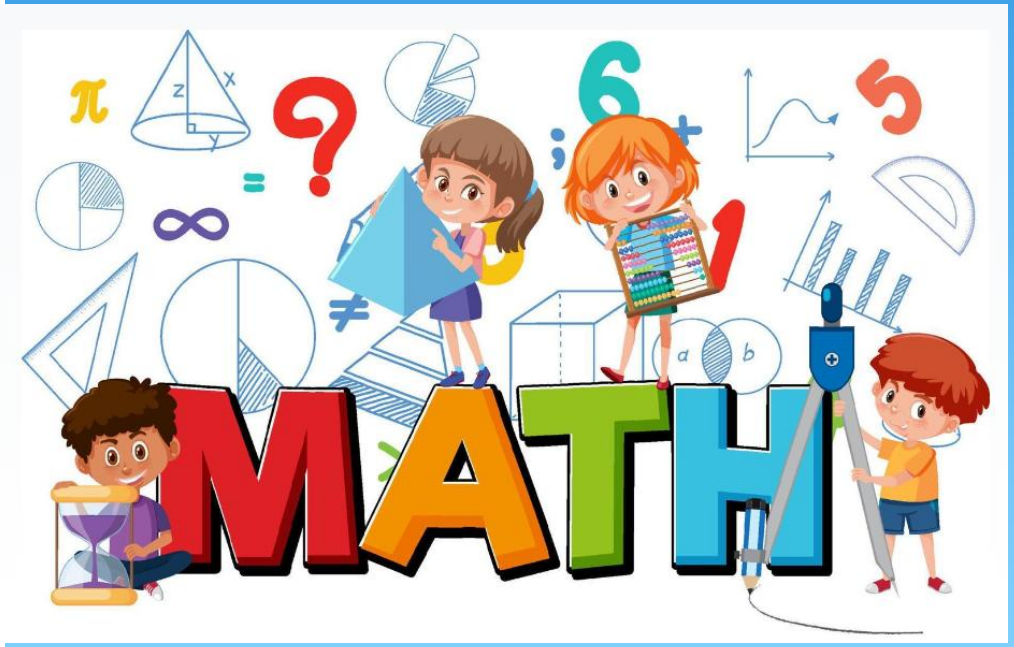
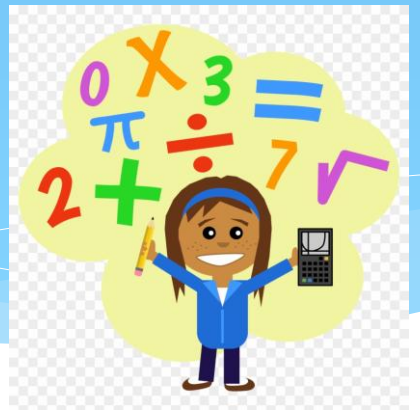
St Joseph's Catholic Primary School & Nursery



Welcome to our Maths workshop

Year 1 and Year 2



Our School Prayer

This is our school,

Let peace be found here.

Let the rooms be full of happiness.

Let love abide here,

Love for one another,

Love for God.

Let us remember,

That as many hands build a house,

So many hearts make a school.

Amen.

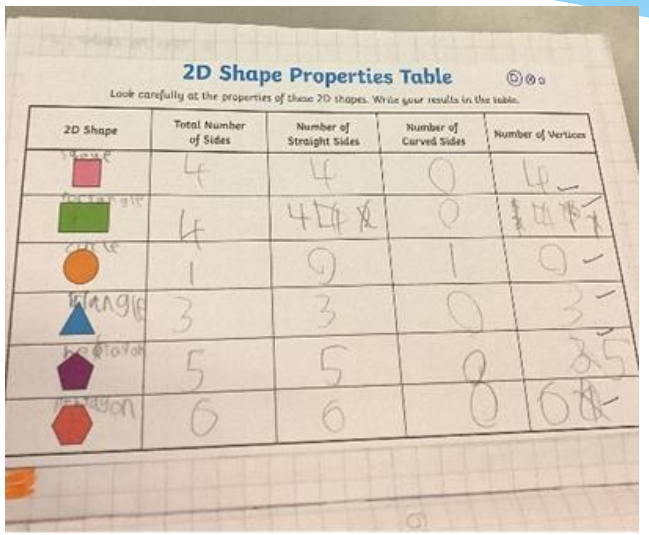
Session Aims

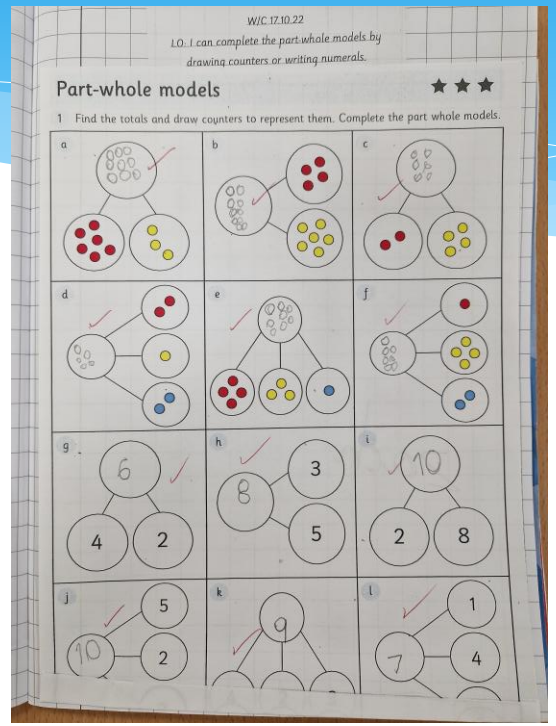
What does Maths look like in Year 1 and Year 2?

How is Maths taught at St Joseph's?

What does Maths look like in Year 1?

Add number bond facts below 10 and the corresponding subtraction facts.





To read time to O'clock and Half Past.

Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.

Count forwards and backwards in multiples of 2, 5 and 10.

To double numbers to 10.

Count within 100, forwards and backwards, starting with any number.

Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.

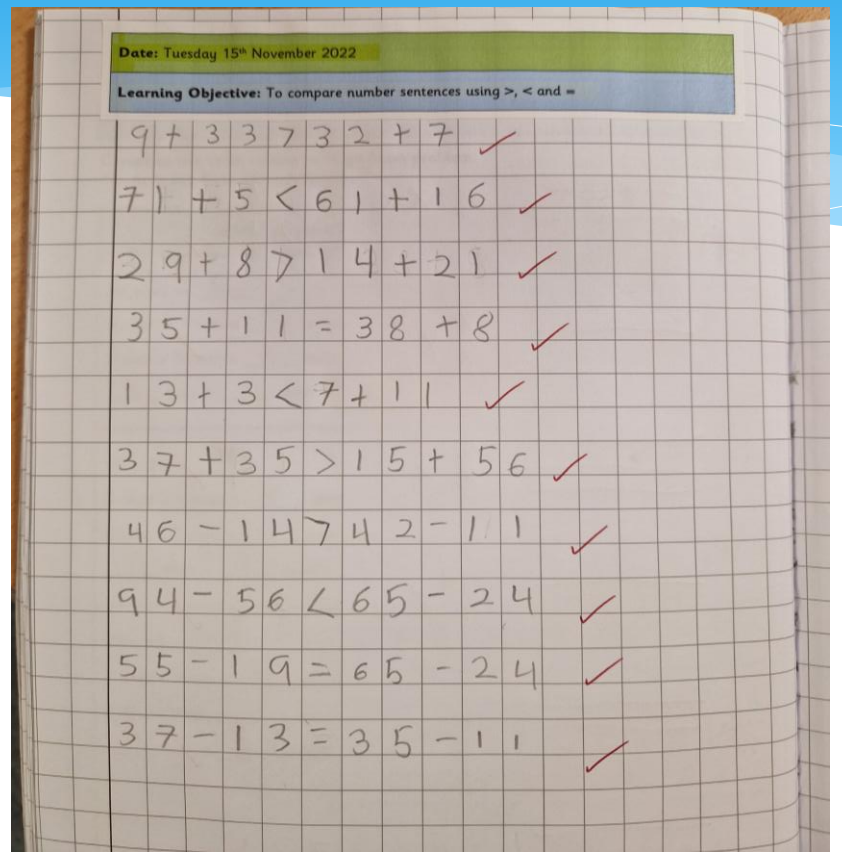
Read, write and interpret equations containing +, - and = symbols.

What does Maths look like in Year 2?

To read the time to the nearest ten minutes

To describe the properties of 2D and 3D shapes and compare shapes by their properties

Recognise the subtraction structure of 'difference' and answer questions such as "How many more…?".



Secure fluency in addition and subtraction facts within 20.

Recognise the place value of each digit in two-digit numbers.

Add and subtract within 100 by applying one-digit addition and subtraction facts. To add and subtract any 2 two-digit numbers.

Maths Mastery - What is it?

What is mastery?

- All children of all ages are capable of succeeding at mathematics
- Deep, long-term, secure and adaptable understanding of the subject
- Solid understanding that enables pupils to move on to more advanced material

What is Mastering Number?

MATHS HUBS
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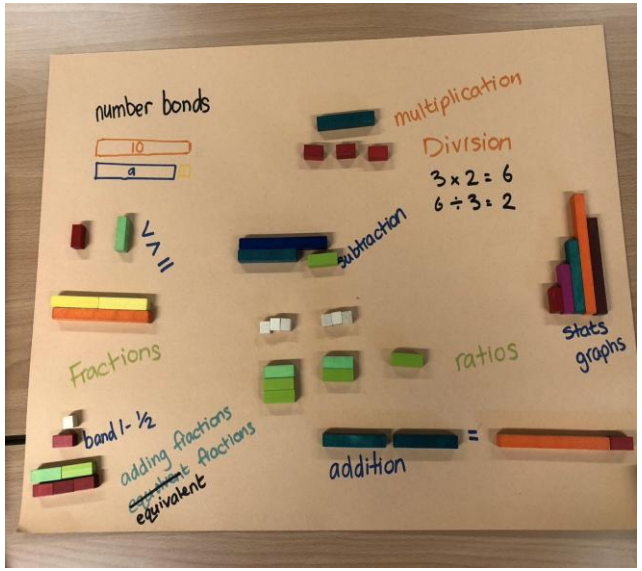
The project aims to **secure firm foundations** in the development of **good number sense** for **all** children from Reception through to Year 1 and Year 2.

The aim over time is that children leave KS1 with **fluency in calculation** and a **confidence** and **flexibility** with number.

Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 **to support success in the future.**

Concrete → Pictorial → Abstract



1 Work out the additions.

Use the bar models to help you.

a) $\frac{1}{3} + \frac{1}{3}$

b) $\frac{1}{5} + \frac{1}{5}$

c) $\frac{1}{5} + \frac{2}{5}$

d) $\frac{1}{5} + \frac{3}{5}$

7 Work out the additions.

a) $\frac{3}{8} + \frac{4}{8}$

b) $\frac{3}{9} + \frac{4}{9}$

c) $\frac{3}{29} + \frac{4}{29}$

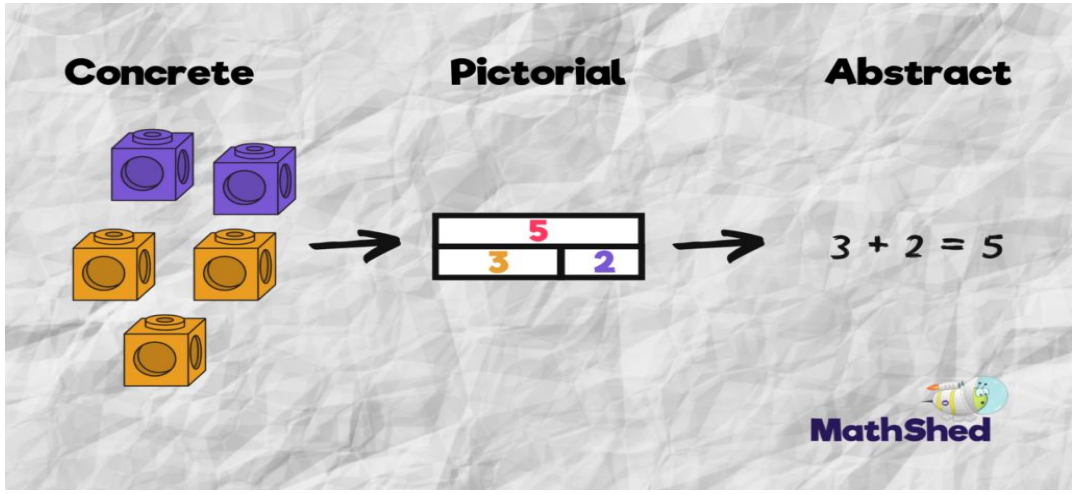
d) $\frac{3}{103} + \frac{4}{103}$

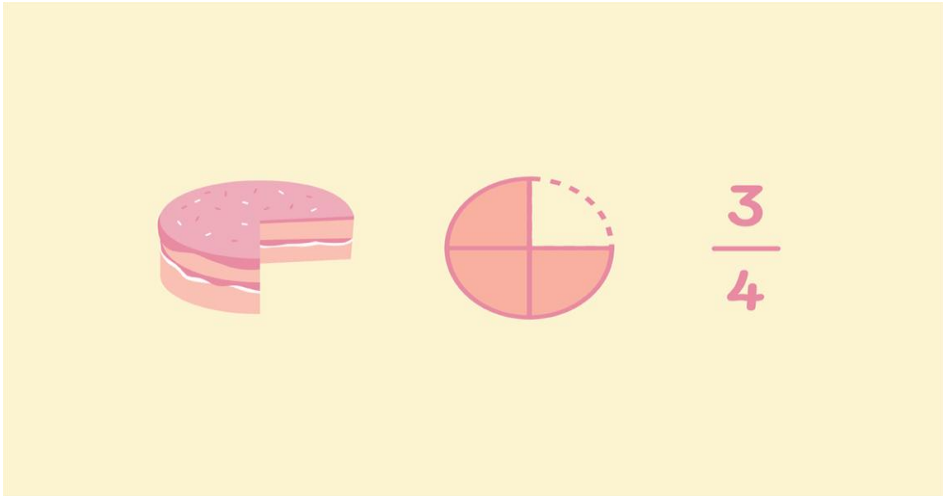
e) $\frac{5}{31} + \frac{9}{31}$

f) $\frac{17}{111} + \frac{33}{111}$

Concrete, Pictorial & Abstract

The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Pupils are introduced to a new mathematical concept through the use of concrete resources (e.g. fruit, Dienes blocks etc).

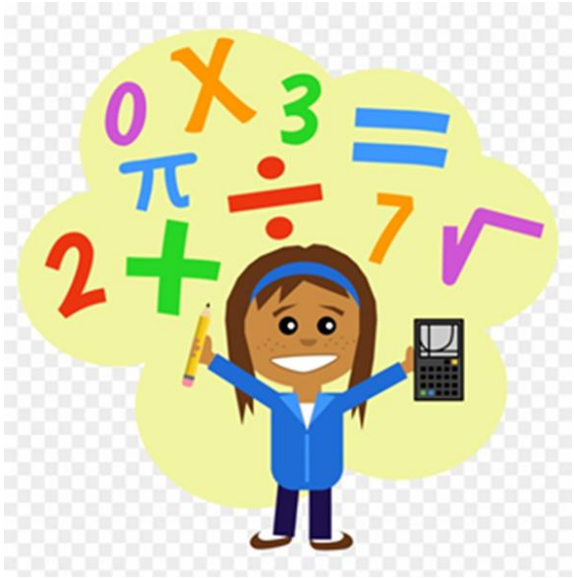




Questioning Children

Good questions, and equally important, good listening, can help children make sense of Mathematics, build their confidence, and encourage mathematical thinking and communication. A good question opens up a problem and supports different ways of thinking about it. Some questions to try while helping a child might include:

- What do you already know about this?
- What do you need to find out?
- How might you begin?
- How can you organise your information?
- Can you draw a picture to explain your thinking?
- Are there other possibilities?
- What would happen if …?
- What do you need to do next?



How to help at home

- Number bonds – Numbots (they need to be secure, answering number bonds to 20 within 3 seconds.
- Take a Key Instant Recall Facts booklet.
- Practising telling the time (analogue)
- Practise double and half of numbers to 20 – 1 + 1 = 2, 5+5=10, ½ 4 = 2
- Once secure with number bonds, know the 2, 5 and 10 times tables. Not just chanting.
- Helping with subitising – perceptual (seeing) and conceptual.

Thank you for listening.

We hope that you enjoy the lessons this morning!

We will meet in the hall around 10am and if there are any questions, we can discuss.