

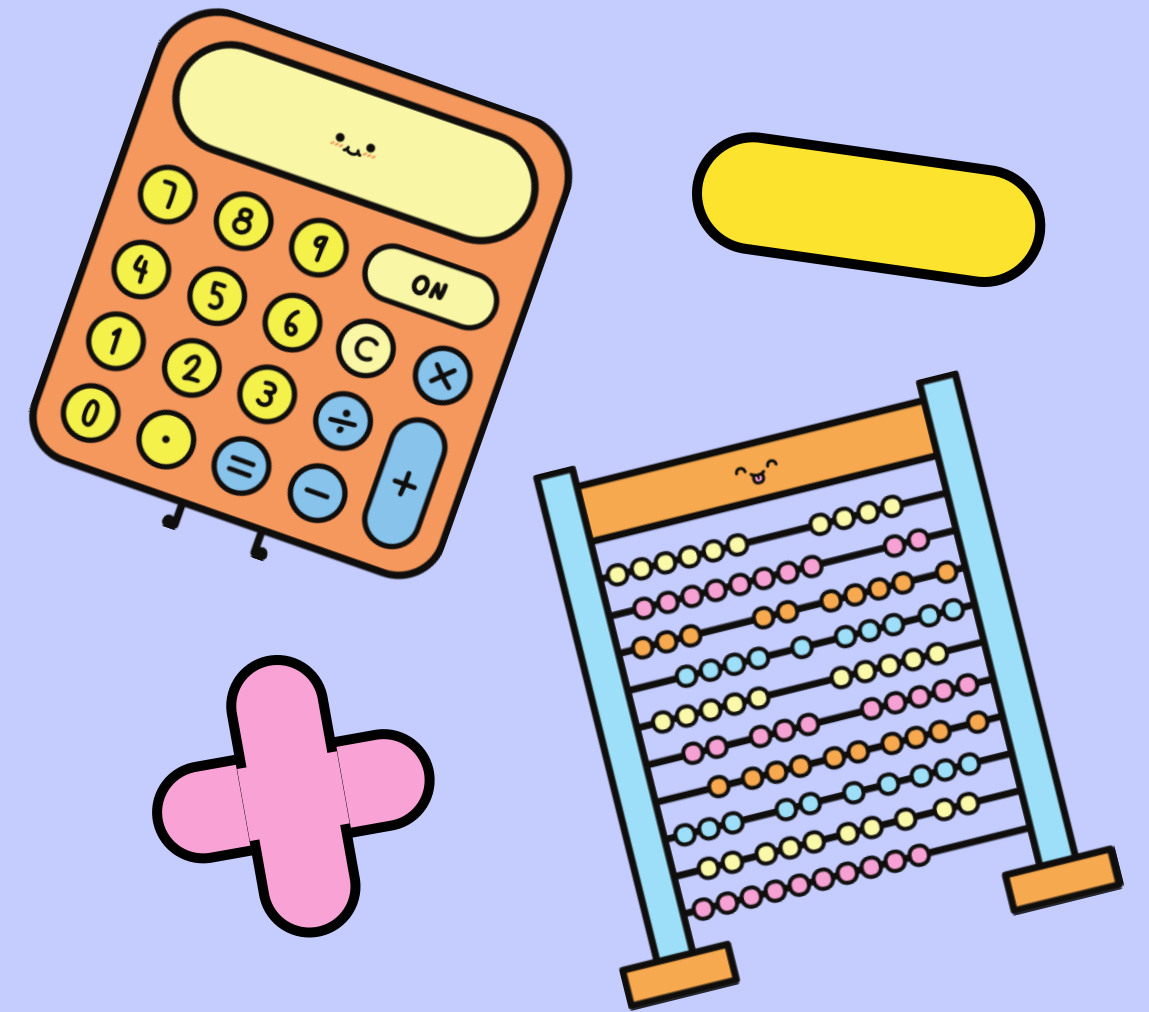
4 5 6 2 3 7 8 9 0 1

Let's talk Maths!

Learn with your child Maths session
Tuesday 3rd December

Today's Session

- Know ways to support learning at home
- Know key age-appropriate facts to learn
- Take part in games and activities



What does Maths look like at Red Lane?



Mastering Number at KS2

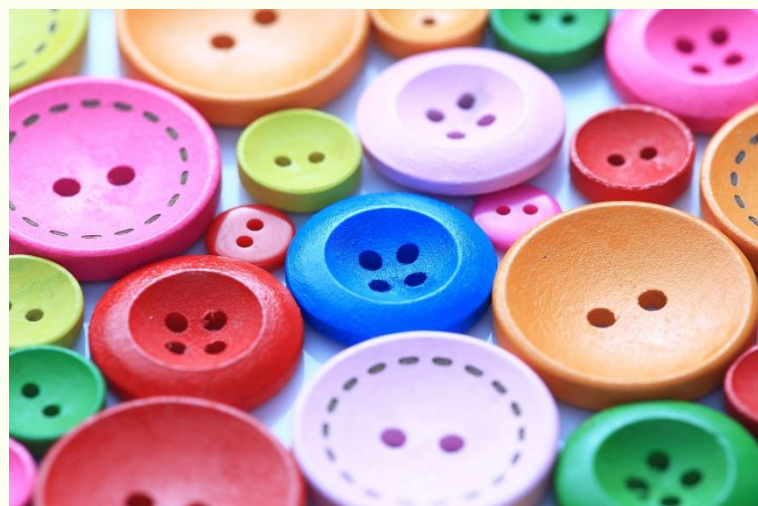
Secure firm foundations in multiplicative relationships



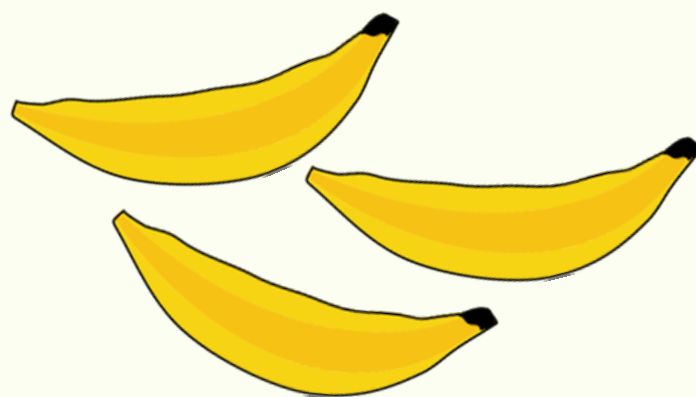
Mastering Number

The Mastering Number Programme in Reception & Y1 will help your child to develop good *number sense*.

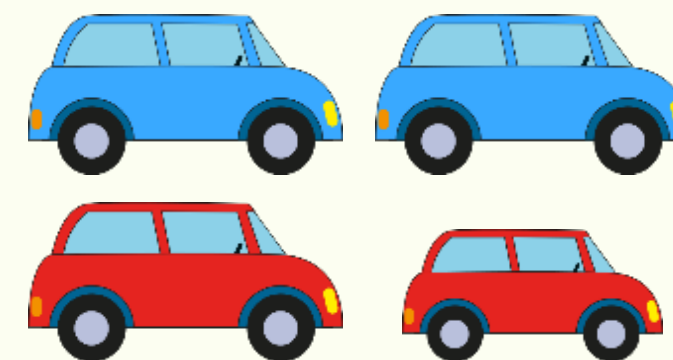
Some of the things they are learning include:



Counting
(Reception)



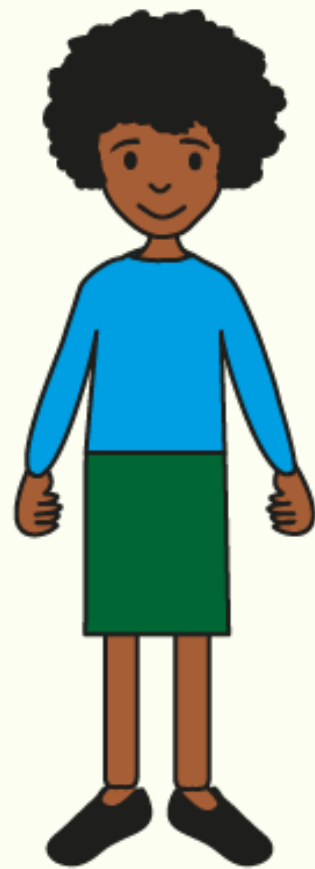
Recognising small numbers of objects
and making their own collections
(Reception and Y1)



Know different ways to
'make' (compose) a number
(Reception and Y1)

Mastering Number

I know that 6 is made of 4 and 2 so I will also know...



$$40 + 20$$

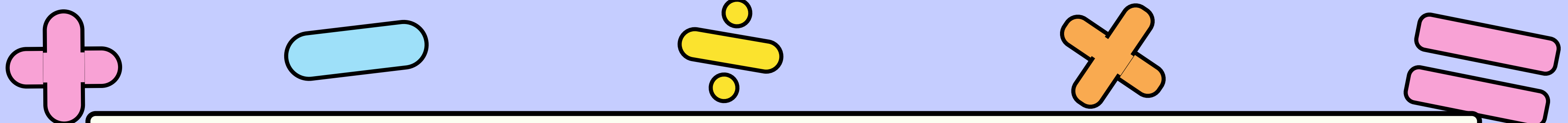
$$400 + 200$$

$$6 - 2$$

$$60 - 20$$

$$0.4 + 0.2$$

$$0.6 - 0.2$$



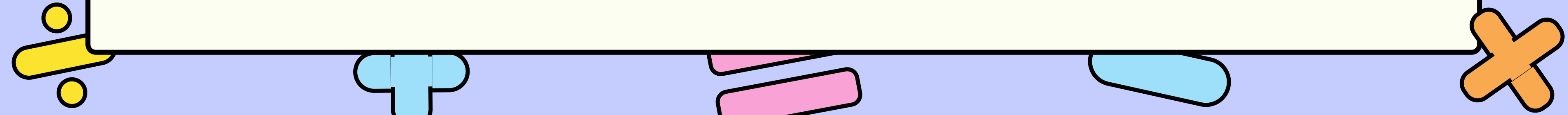
Mastering Number at KS2

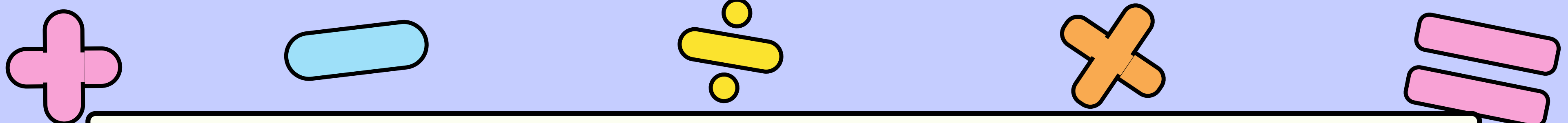
What is involved?

This project enables pupils in Years 3, 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense. At Red Lane we also use Mastering Number in Reception and KS1 to support basic facts recall and number sense.

What will children learn?

Children in KS2 will develop knowledge of multiplication and division facts through regular practice.





Mastering Number at KS2

Here is an example lesson from Year 4.

The children are introduced to new vocabulary and an understanding of unitising.

Unitising – used to describe counting groups of the same number as a single unit.



Stem sentences

Information for teachers

Stem sentences used in this presentation:

- There are _____ ones. There is 1 _____ .
- There is 1 _____ . There is _____ , _____ time.
- There are _____ _____ . There is _____ , _____ times.

On relevant slides, stem sentences will appear in a feature box:

There are _____ .
There is _____ , _____ times.

Session 1

Pupils will:

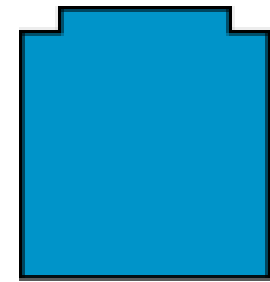
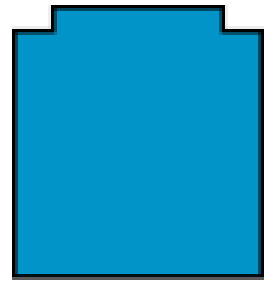
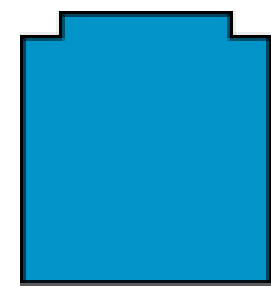
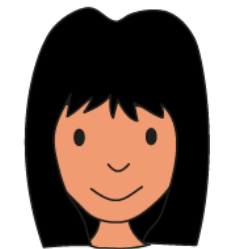
- consider 'many as 1' and see that a 'unit' can represent more than 1
- represent 'many as 1' using a unitised counter.

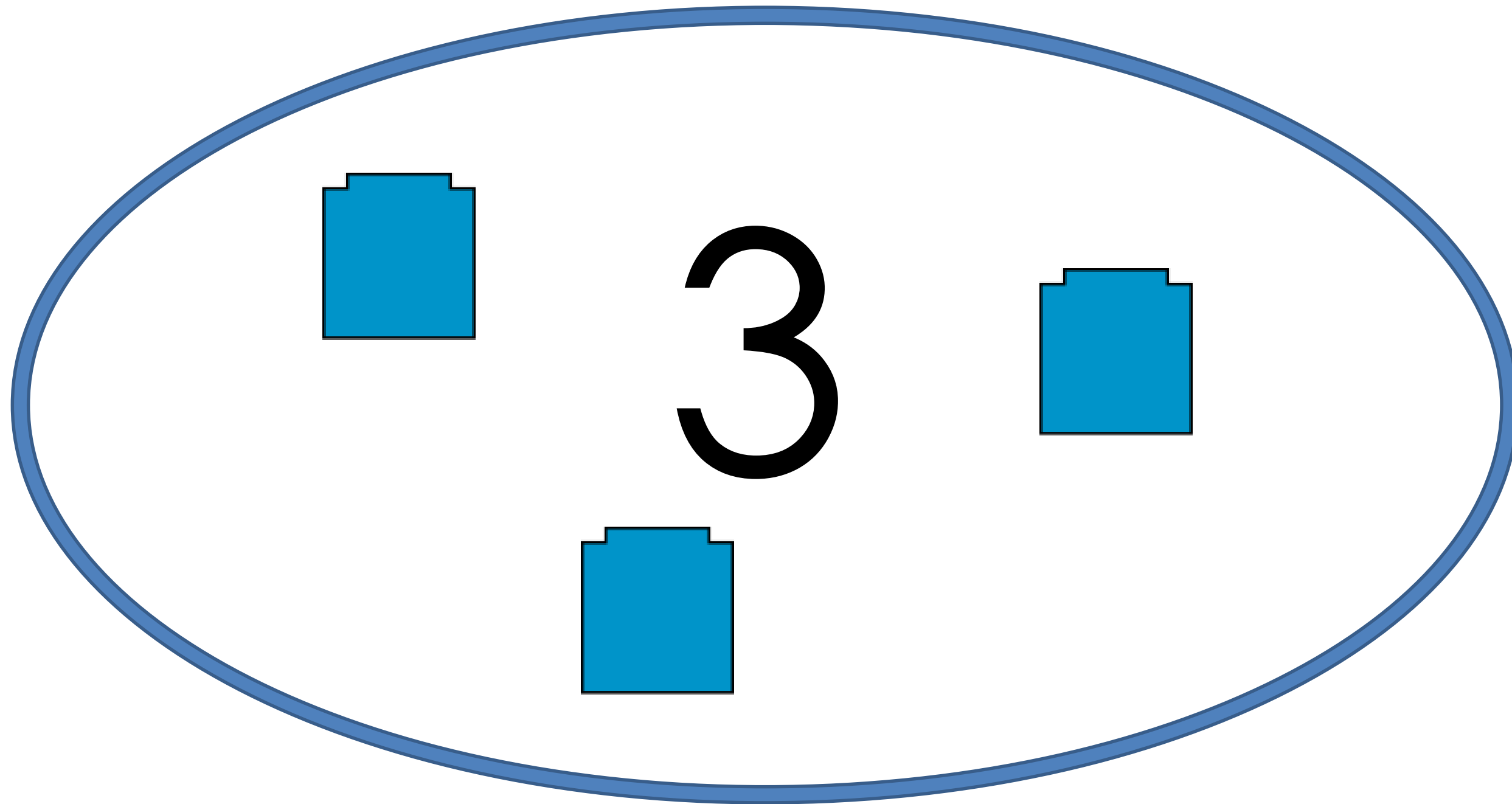
Think about how you can describe how many blocks there are using only number words



There are 3 ones.

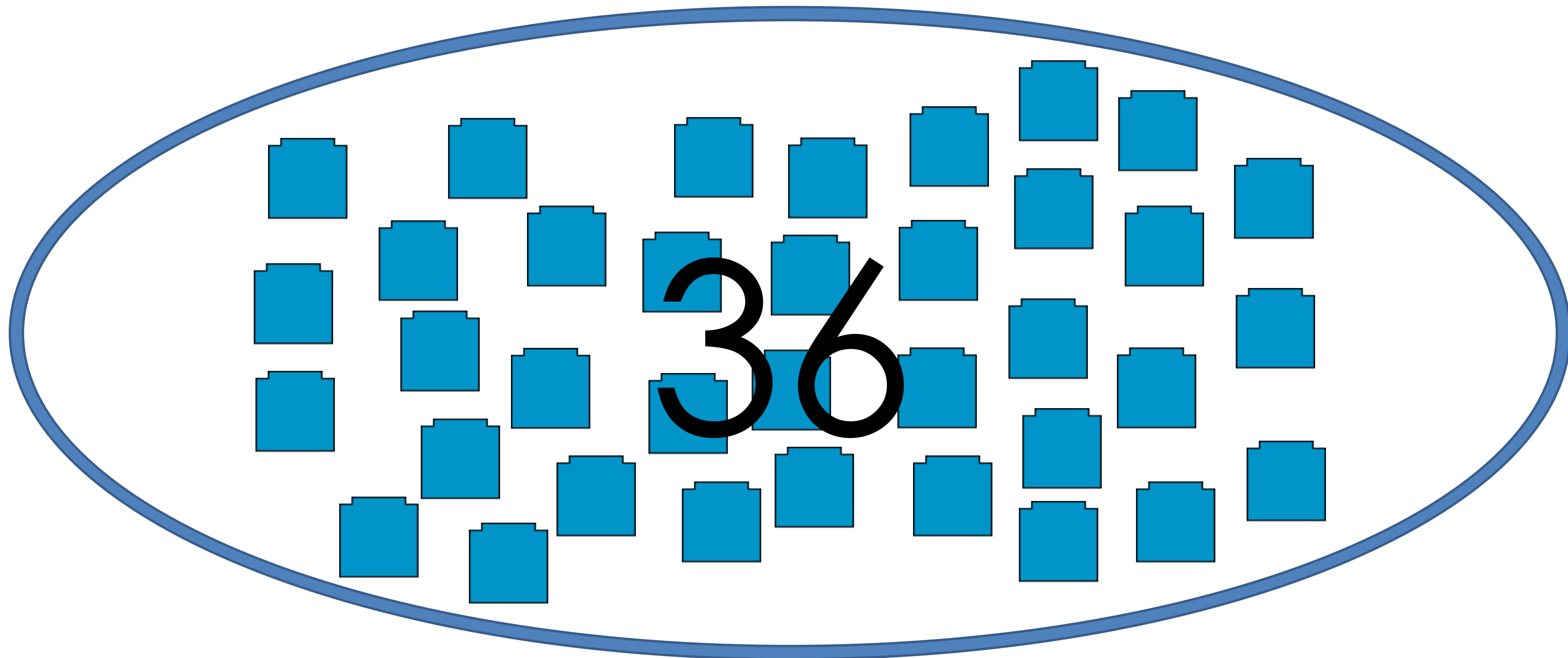
There is 1 three.





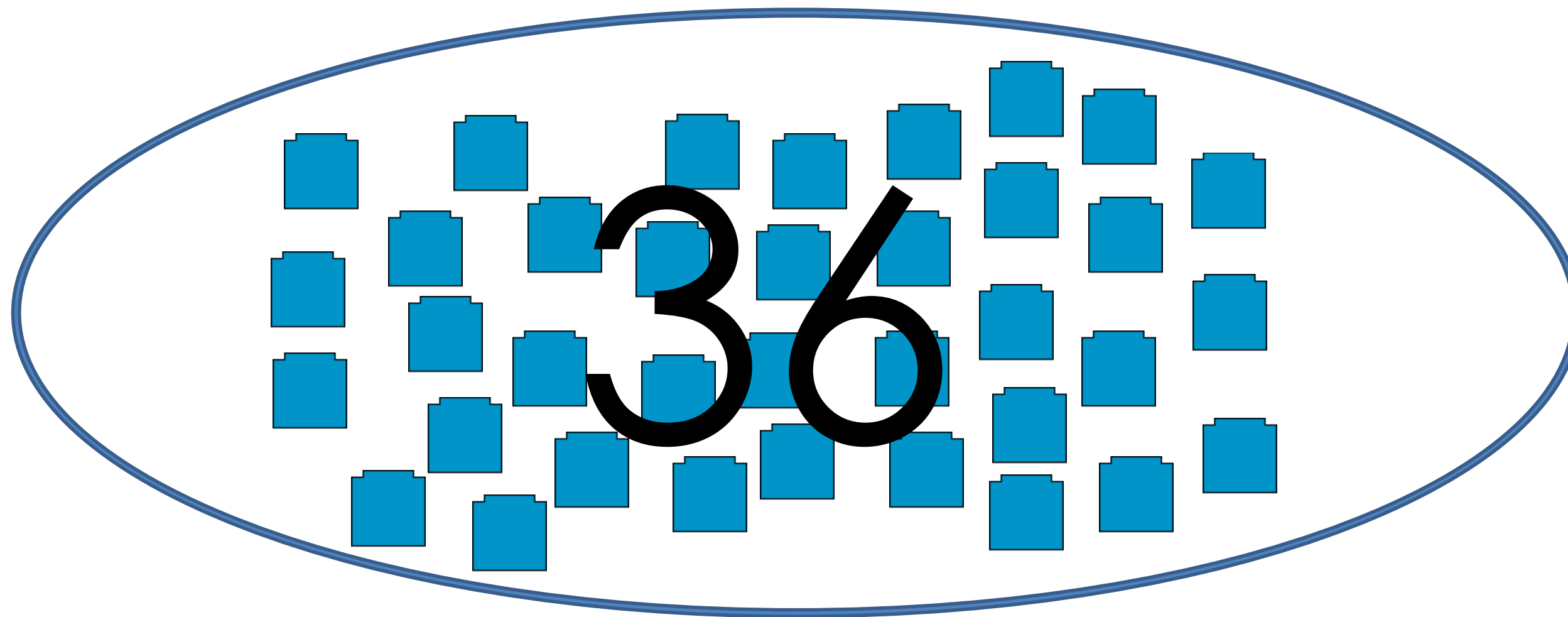
There are ____ ones.
There is 1 ____.

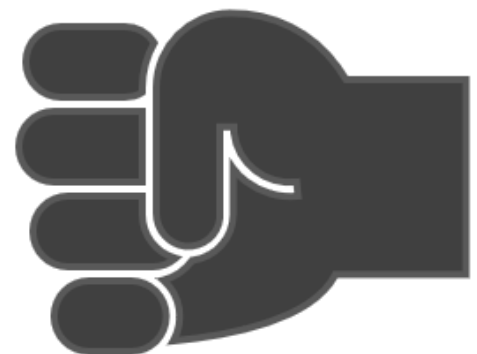
There are 36 blocks



There are ____ ones.
There is 1 ____.

We can think of
'many' as '1 unit'.





We can represent '1 unit' using a 'unitised counter'.



36

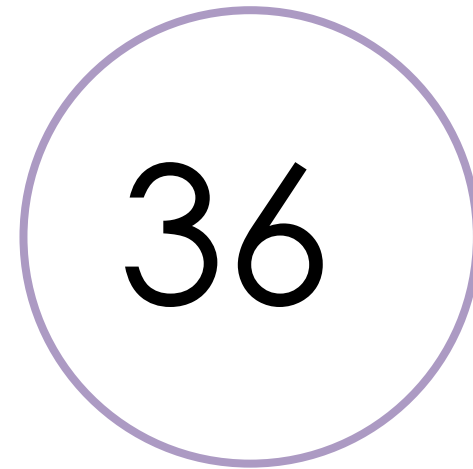
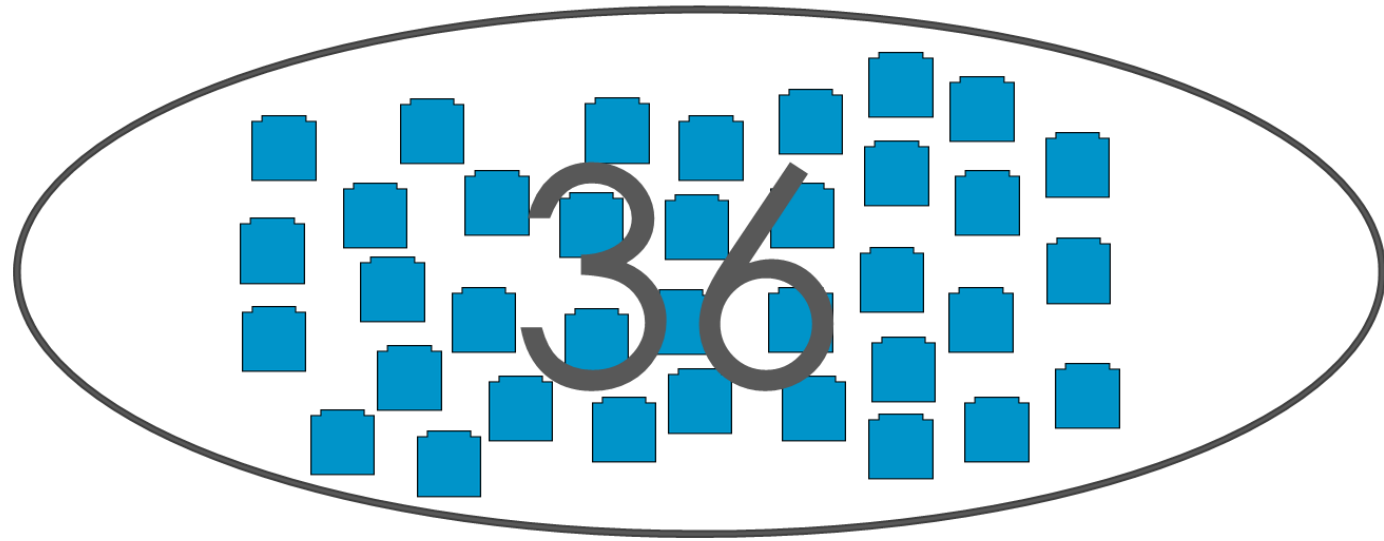
We can also say we have 36,
'1 time' or 'once'.



36

There is 1 _____.
There is _____, _____ time.





What's the same? What's different?



There is 1 ____ .
There is ____ , ____ time.

What is available at home?

White Rose Parent Packs

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
Autumn Block 1 Place value (within 10)	Autumn Block 2 Addition and subtraction (within 10)	Autumn Block 3 Shape	Autumn Block 4 Place value (within 20)	Spring Block 1 Addition and subtraction (within 20)	

Average Speed Per Addition Fact

Nov 15, 2024

+	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

- One more
- Two more
- Number bonds to 10
- Adding on to 5
- Adding zero
- Doubles
- Near doubles
- Adding on to 10
- Bridging 10
- Compensating

Numbots

Average Speed Per Subtraction Fact

Nov 15, 2024

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

- Ones less
- Two less
- Number bonds to 10

2-12x 2-20x Max heatmap as of 26 Nov 2020



	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

Drag to time travel or click below to focus a table



Table 10x 2x 5x 3x 4x 8x 6x 7x 9x 11x 12x

TT Rockstars

<https://trockstars.com/parents/>

A GAME MODE TO SUIT EVERY CHILD

FESTIVAL

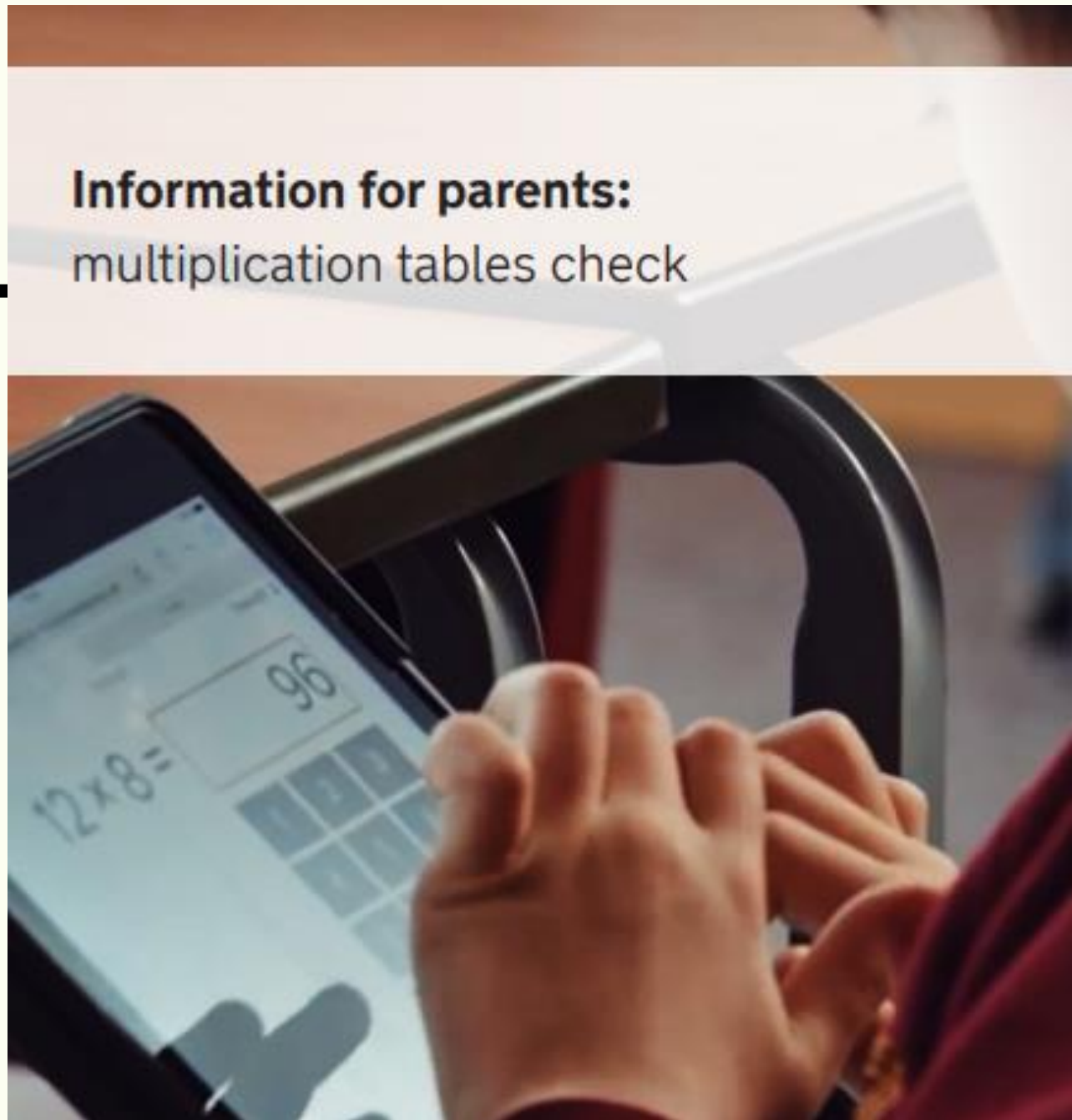
CHILDREN FROM AROUND THE WORLD PLAY AGAINST EACH OTHER.

ROCK SLAM

CHILDREN CHALLENGE ANOTHER CHILD OR A TEACHER TO SEE WHO IS FASTEST!

GIG

CHECKS YOUR CHILD'S PROGRESS MONTH BY MONTH.



Y4 Multiplication Check

Key assessments

Children in Year 6 will complete three maths SATs papers during SATs Week in May.

Paper 1: Arithmetic

Paper 2: Reasoning and Problem Solving

Paper 3: Reasoning and Problem Solving

KS2 SATS (Y6)

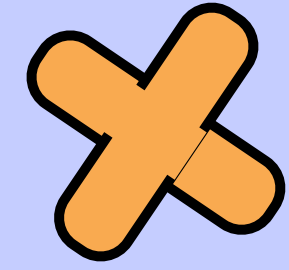
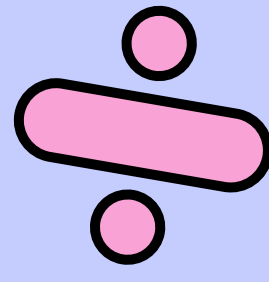
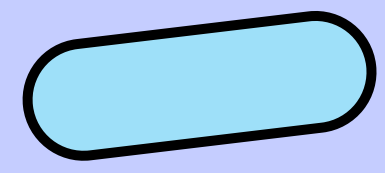
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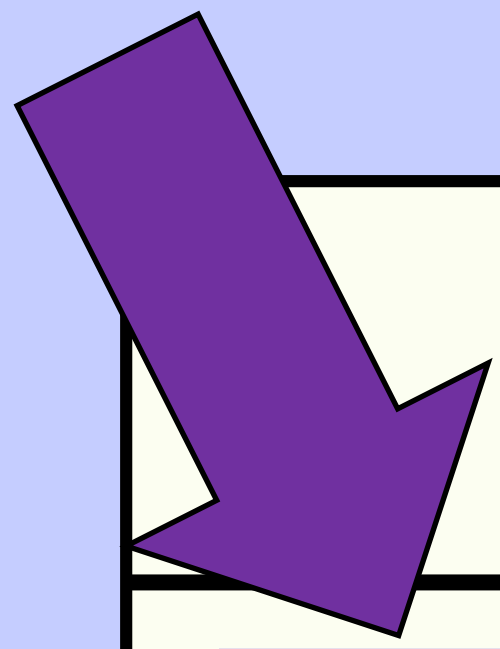
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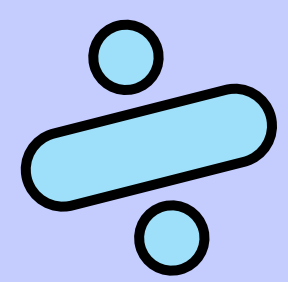
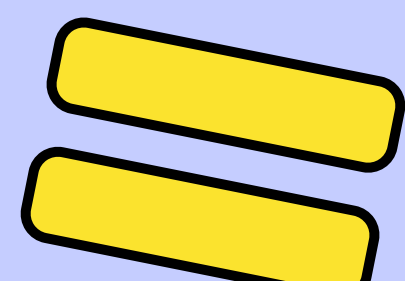
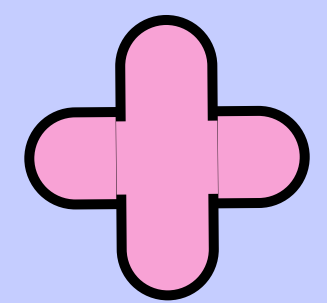


Let's learn

Making connections

Money

Games



LO: To recognise mathematical structures

structure

the relationship
between the parts

relationship

how things are
connected

additive
relationship

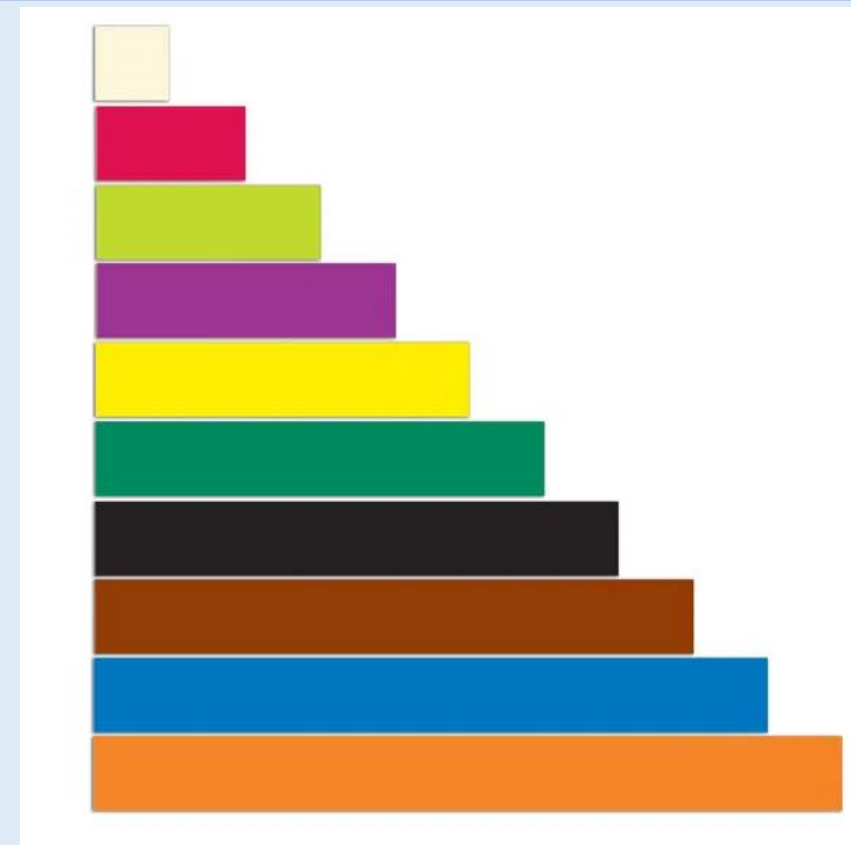
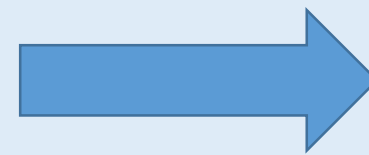
multiplicative
relationship



Explore with the rods

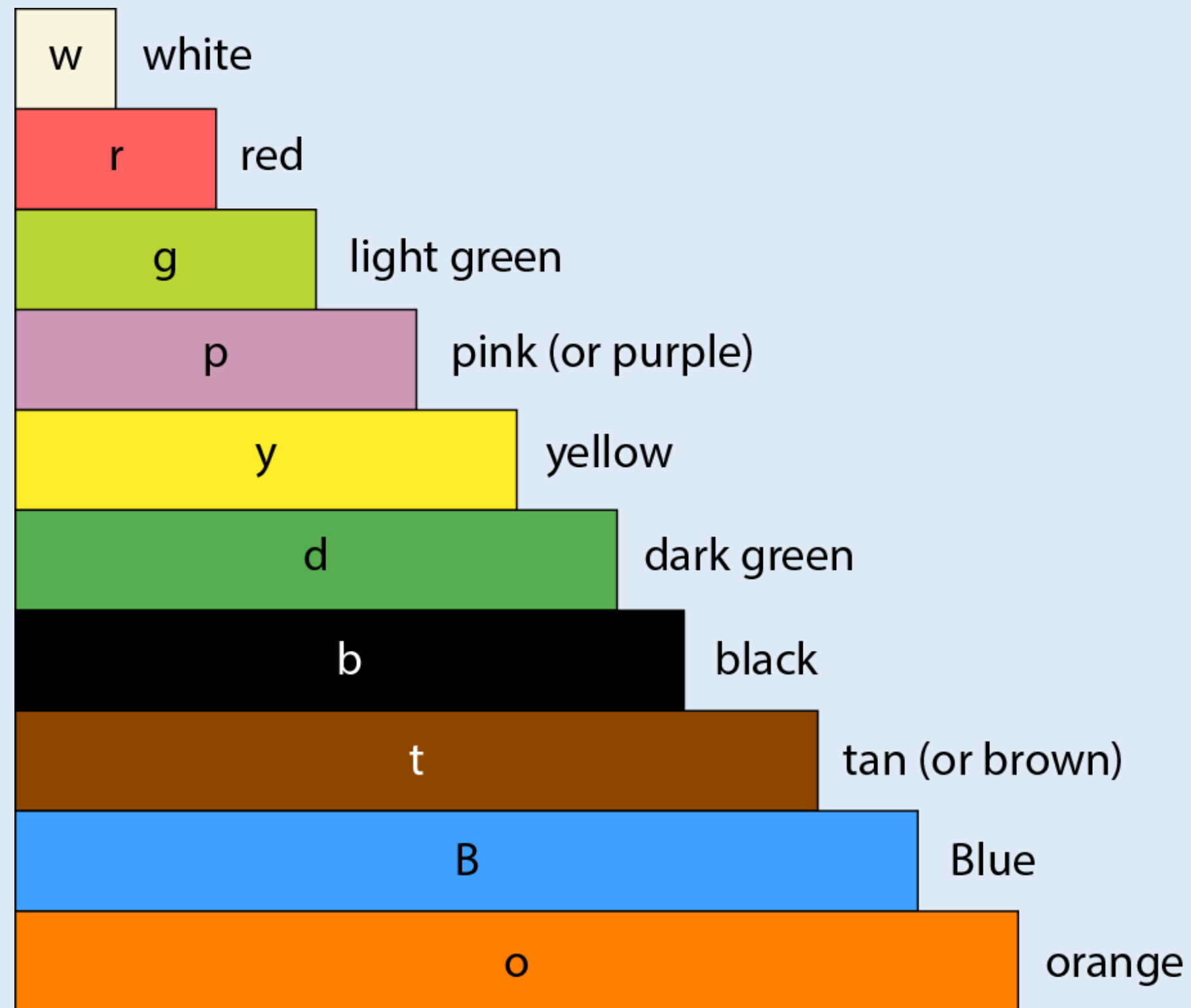


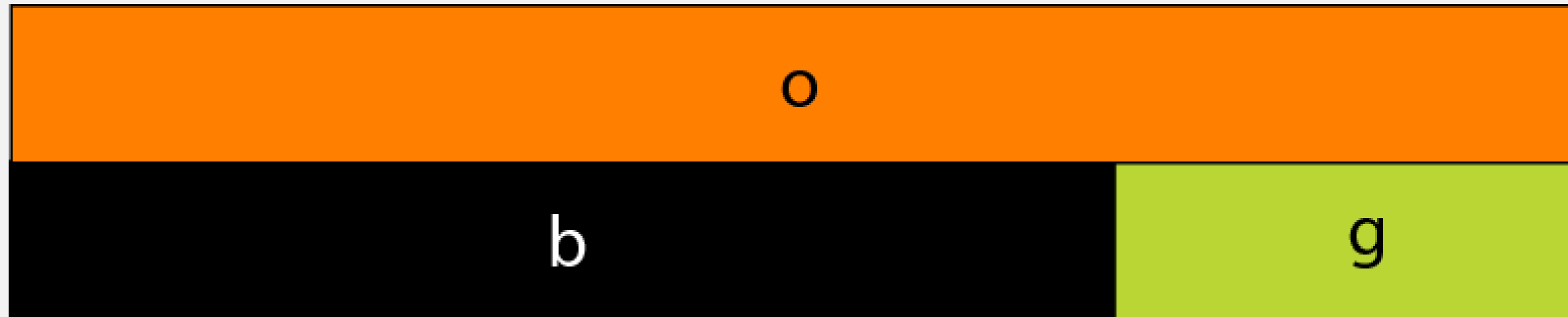
Order the rods



Label the rods

1.28 Common structures – Appendix



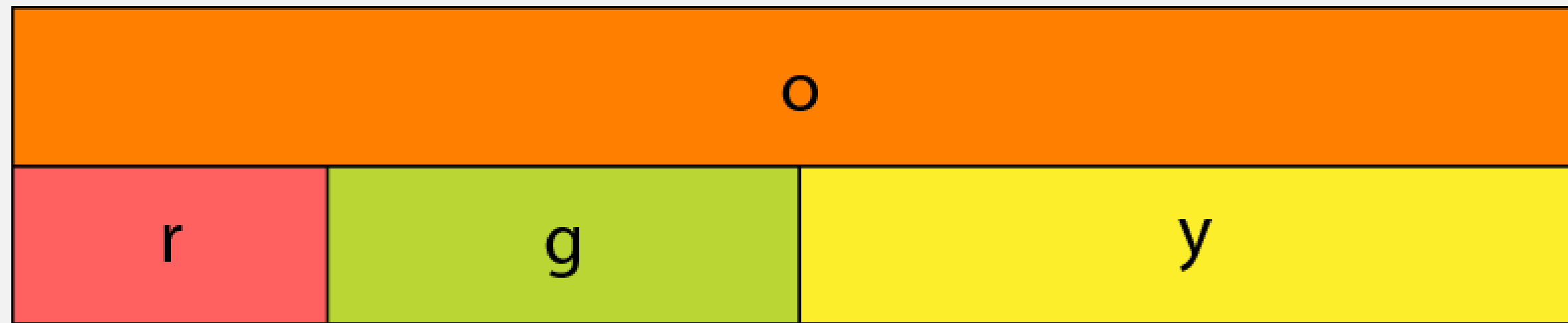


black + light green = orange

$$b + g = o$$

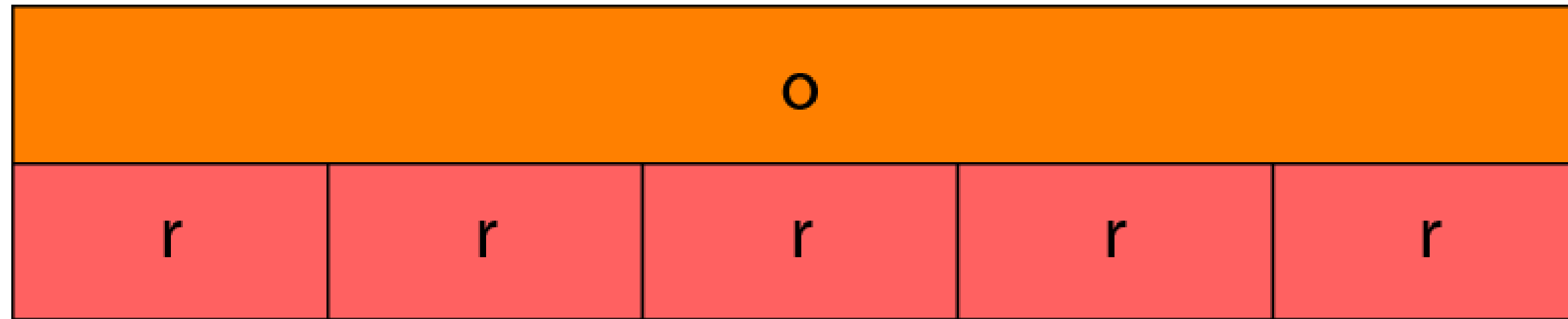
orange = black + light green

$$o = b + g$$



red + light green + yellow = orange

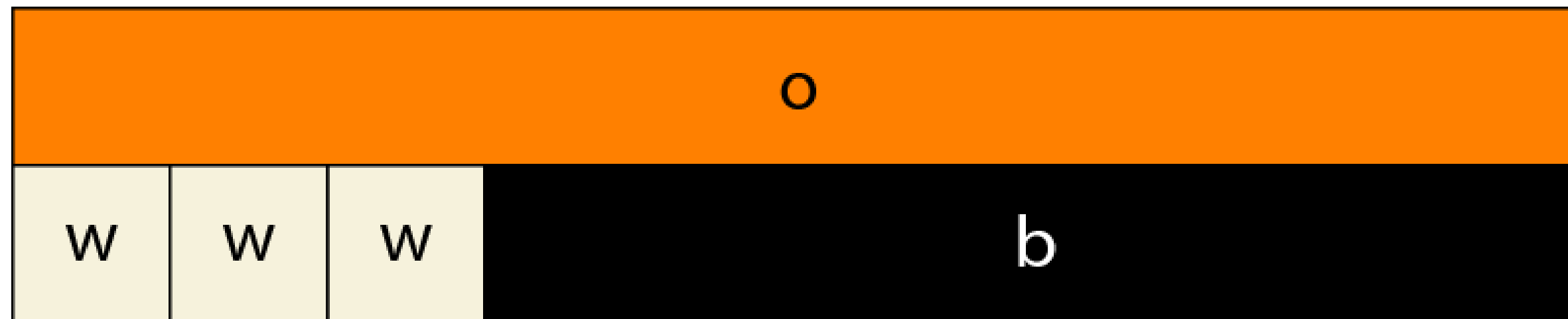
$$r + g + y = o$$



$$5 \times r = o$$

or

$$r + r + r + r + r = o$$



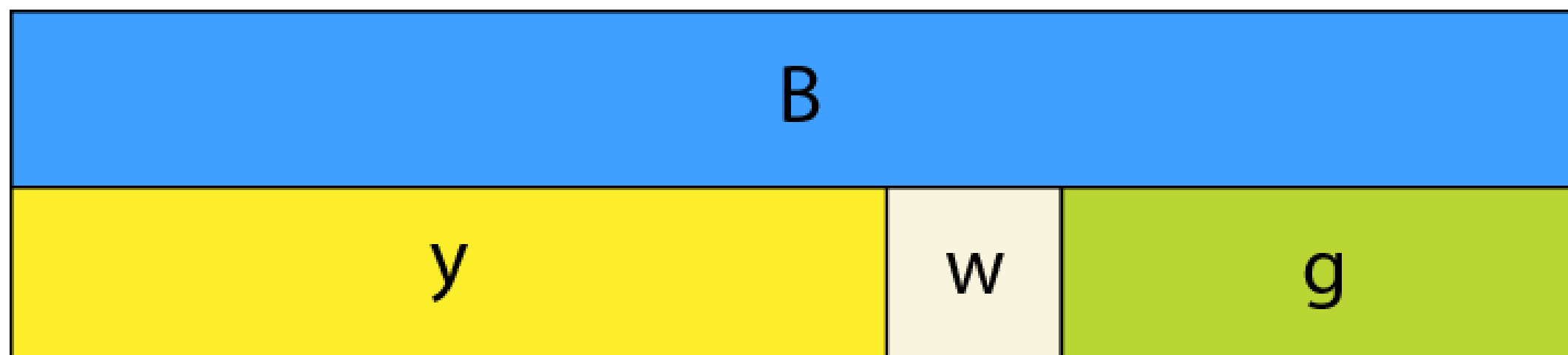
$$3 \times w + b = o$$

or

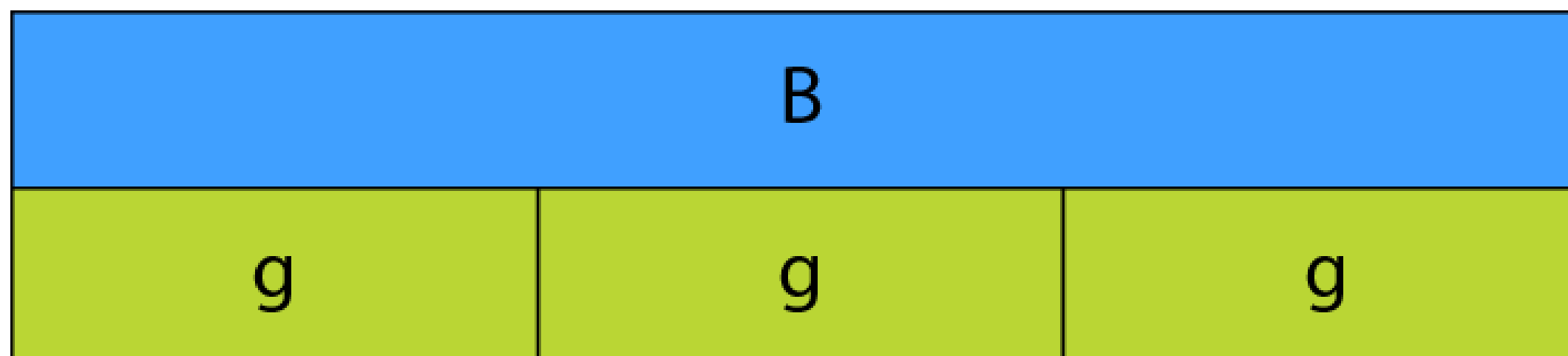
$$w + w + w + b = o$$

1.28 Common structures – step 1:3

Make the models
Compare them



$$B = y + w + g$$



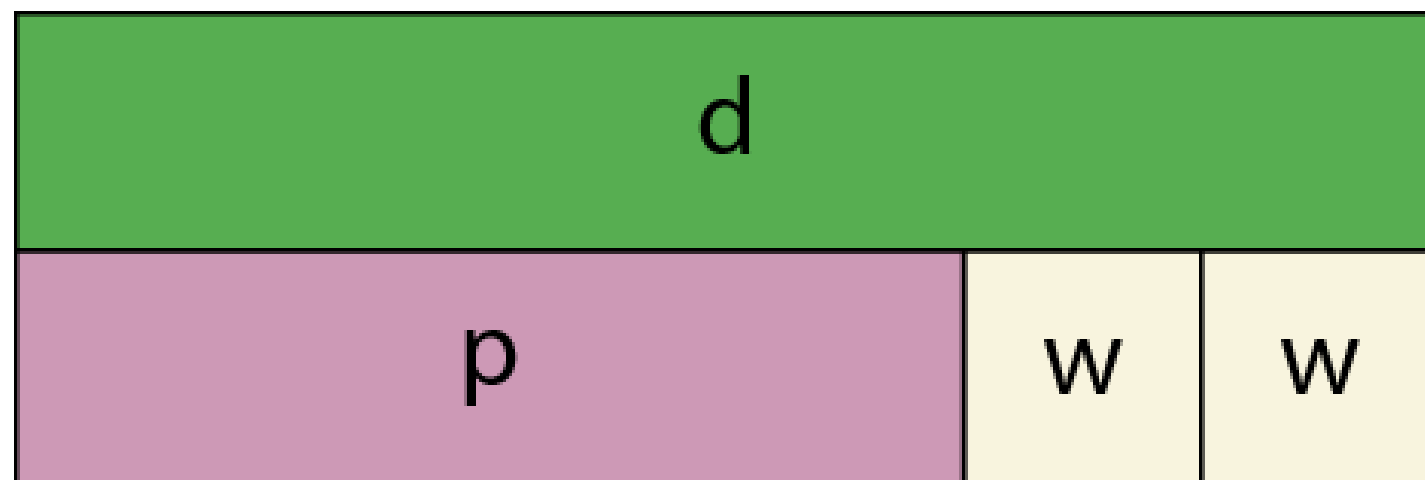
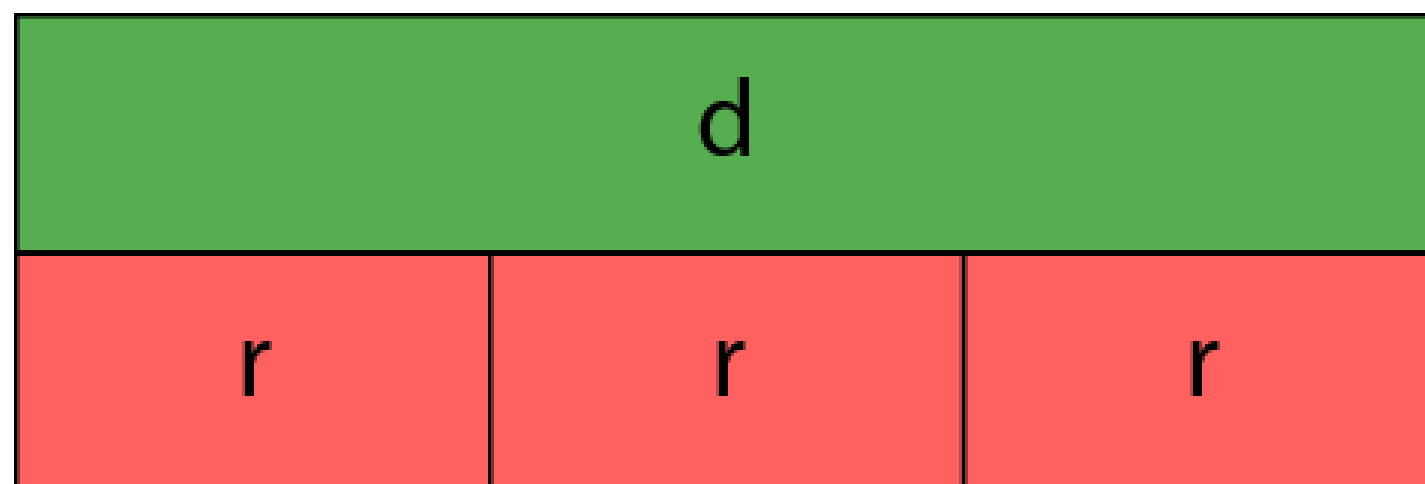
$$B = g + g + g$$

$$B = 3 \times g$$

additive
relationship

multiplicative
relationship

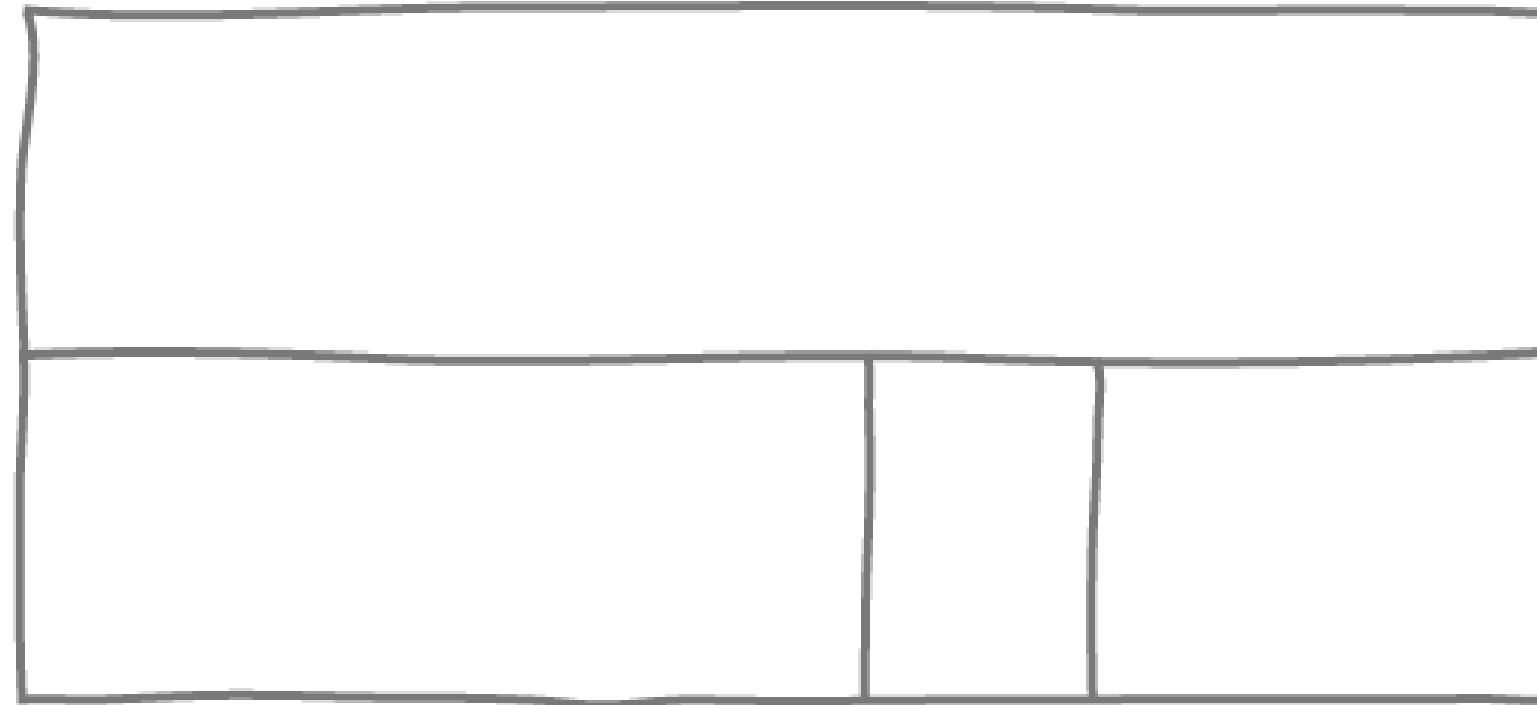


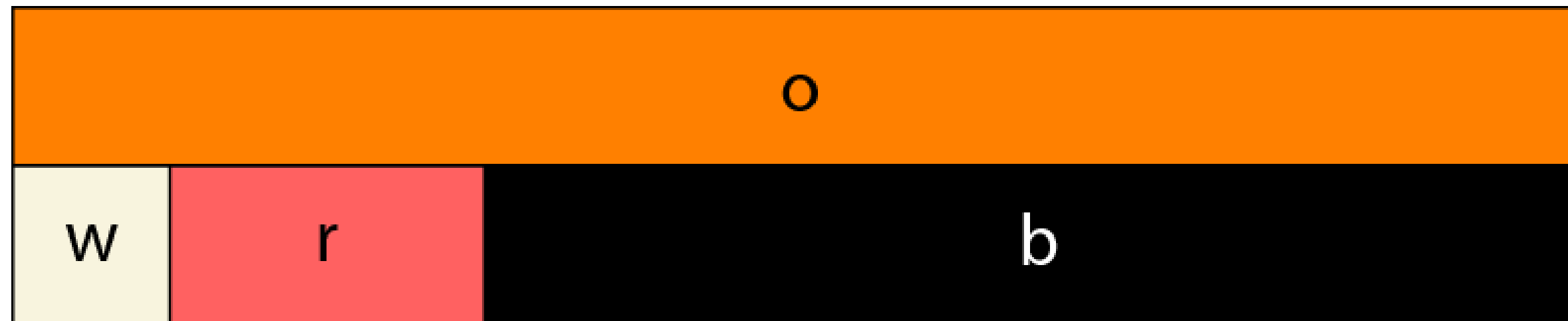


Listen to the story

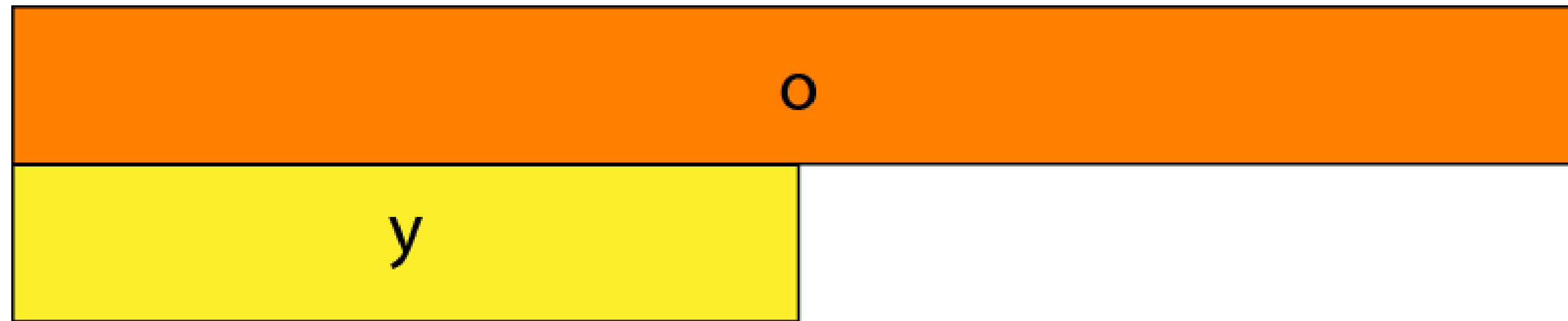
Make the model

Sketch it









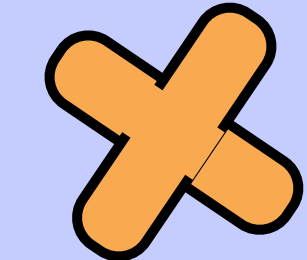
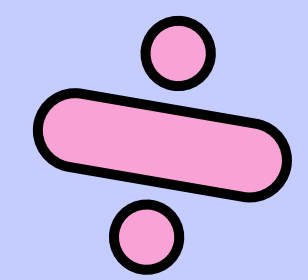
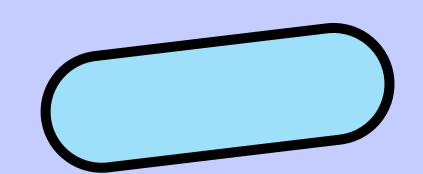
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9

<h1>Board Games!</h1>

