

Welcome to Our Maths Workshop

8:50 – 9:30 – An introduction with Maths Lead 9:30 - 10:00 – See maths in action

Digits Left: 1, 2, 3, 6, 8, 9.					
	+	7	+		= 14
+		+		×	
	÷		×		= 36
×		-		-	
5	×	4	×		= 60
= 41		= 5		= 51	



The large rectangle above is divided into a series of smaller quadrilaterals and triangles. Each of the shapes is a fractional part of the large rectangle.

Can you untangle what fractional part is represented by each of the ten numbered shapes?



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To reduce cognitive overload, we ensure that the resources we use are the same size, shape, colour.







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Pupils will make connections between the concrete and pictorial representations.





cherry diagram



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4 + 3 = 7







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Calculation Strategies Year R – Year 6

This document should be read in conjunction with the Caldecote Maths Curriculum



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Maths

What is our aim?

At Caldecote, we aim to create independent, confident and resilient mathematicians who are well-equipped to apply their knowledge to other school subjects, the wider world and their lives in the future.

We continually revisit and consolidate knowledge to ensure our pupils have a secure and deep understanding and the ability to make connections between mathematical ideas.

In this section

Times Tables at Home



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- Everyone can learn and enjoy maths
- Seek and make connections e.g. 6+4, 6+5

- Links to prior learning
- Carefully sequenced steps to build secure understanding
- Revisit previous learning



'People are naturally curious, but we are not naturally good thinkers; unless the cognitive conditions are right, we will avoid thinking.'

Willingham, D.T. (2009) Why Don't Students Like School?





Taken from Mike Askew, Transforming Primary Mathematics, Chapter 6



Exposing and using structure



- These calculation all have a difference of 3. Can you explain why?
- Application of understanding this structure can be very powerful. "I can build on and apply my understanding."

14.3 - 3.8 = 14.5 - 4 = 10.5



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18 - | = 8 7 + 2= 18 - | |= 10 17 + 2 =18 – | |= 12 7 +12= 18 - | |= 14 17 + 12 =18 – = 16



Connecting through inverse and place value $30 \times 4 = 120$ $12 \div 4 = 3$ $120 \div 4 = 30$

Connecting with procedural variation

$$12 = 4 \times 3$$

$$13 = 4 \times 3 + 1$$

$$14 = 4 \times 3 + 2$$

$$30 \times 4 = 120$$

Connecting with inequality

$$3 \times 4 < 4 \times 4$$

 $3 \times 4 > 3 \times 3$
 $3 \times 4 = 4 + 4 + 4$



Number Sense

- Calculate this 18 x 5
- Find as many different methods as possible
- Can you draw a model for each method?
- Can you categorise your methods?





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Number Sense







https://www.youtube.com/watch?v=XhuY7lIzT3g





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News & Features Professional Development In the Classroom Teaching for Mastery Maths Hubs Q







Helping at Home

- Support your child with being able to manipulate numbers and recognise connections
- Number bonds
- Times tables
- Use the class overview to find out what your child is learning in maths for each half-term
- Calculation strategies check the website



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Helping at Home

