


**WELCOME TO THE MATHS  
INFORMATION EVENING**





The purpose of this evening is:

To help you understand how maths is taught in your class

Why certain teaching methods are used

Give you ideas and strategies to assist and encourage your child at home with maths.

# BY THE END OF THIS EVENING...

Understand the background to the recent changes to the new national curriculum in maths.

Understand what your child is expected to know at the end of their year group.

Understand how we teach maths at Bliss Charity Primary School.

Know about the different calculation methods



And.....

Know the types of questions children have to answer in national assessment tests – and try some!!

Know how you can help your child achieve even better by helping at home.

# PRINCIPLES UNDERLYING NEW CURRICULUM

Raising attainment and heightening expectations. – benchmarked against age related expectations in other ‘high performing’ nations.

Deeper learning rather than superficial learning

Removal of levels to help this. Children's achievement will be measured as emerging, expected and exceeding end of year expectations.

All children mastering calculation with confidence.

More time on fewer topics.

Focus on Fluency, reasoning and solving problems.

# NO LEVELS...

Applies to all subjects

Attainment no longer given as a numerical 'level' such as Level 2,3 or 4

Attainment measured as.....

EMERGING towards end of year group expectations

At EXPECTED year group expectations

EXCEEDING end of year group expectations



‘old’ levels do not equate to new emerging/expected/exceeding statements.

This is because the new maths curriculum content per year group is different – some things have been added and some things taken away.

The end of year expectations are more challenging. Higher expectations.

# A MASTERY CURRICULUM

Based on three strands, which should underpin all mathematics...

**FLUENCY:** in the fundamentals of mathematics, through varied and frequent practise with increasingly complex concepts over time;

**REASONING:** conjecturing relationships and generalisations; developing an argument, justification or proof using mathematical language;

**PROBLEM SOLVING:** applying their mathematics to a range of problems with increasing sophistication.



# YOUR CHILD'S YEAR GROUP FEWER THINGS ; GREATER DEPTH

The new curriculum has been designed to ensure that teachers spend more time on fewer topics;

This should mean that 'deep learning' rather than 'superficial learning' takes place;

Children's learning will be extended in depth within their own year group's expectations rather than moving onto another year's expectations;

Children need to achieve all their year group's objectives in order to be at 'expected' level.



Although there are fewer objectives to cover in a year, many of these objectives are more difficult, with many being moved 'down' from a higher year group.

The expectation is that more time is spent on these objectives to ensure 'deep learning' takes place

# YEAR 1 EXAMPLES

'Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (previously a Year 2 Objective);

Represent and use number bonds and related subtraction facts within 20 (previously a Year 2 objective);

Measure and begin to use volume (not in any previous primary curriculums);

Describe position, direction and movement, including three-quarter turns (previously a Year 2 objective).

# YEAR 2 EXAMPLES

Recognise, find, name and write the fraction  $1/3$  of a length, shape, set of objects or quantity (previously a Year 3 objective);

Estimate and measure temperature (in  $^{\circ}\text{C}$ ) - previously a Year 3 objective;

Tell and write the time to five minutes (previously a Year 3 objective).

# YEAR 3 EXAMPLES

Count in multiples of 8 (previously a Year 4 objective);

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (previously a Year 4 objective);

Add and subtract fractions with the same denominator within one whole (e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ) – not in any previous primary curriculums;

Roman numerals from I to XII (not in any previous primary curriculums);

Measure the perimeter of simple 2-D shapes (previously Year 4);

Tell and write the time from an analogue clock, including am/pm, the 24hr clock and reading time to the nearest minute (from Y4).

# YEAR 4 EXAMPLES

Recall all multiplication and division facts for multiplication tables up to  $12 \times 12$  (previously a Year 5 objective, which was up to  $10 \times 10$ );

Count backwards through zero to include negative numbers (previously a Year 5 objective);

Read Roman numerals to 100 (I to C) – not in any previous primary curriculums;

Add and subtract fractions with the same denominator (not in any previous primary curriculums);

Round decimals with one decimal place to the nearest whole number (previously a Year 5 objective).

# YEAR 5 EXAMPLES

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals (not in any previous primary curriculums);

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19 (previously Y6);

Recognise cube numbers and the notation (<sup>3</sup>);

Multiply proper fractions and mixed numbers by whole numbers (not in any previous primary curriculums).

# YEAR 6 EXAMPLES

Read, write, order and compare numbers up to 10 000 000 (not in any previous primary curriculums);

Multiple / divide 4 digits by a 2-digit number using the formal written methods (not in any previous primary curriculums);

Add and subtract fractions with different denominators and mixed numbers; multiply simple pairs of proper fractions; divide proper fractions by whole numbers (not in any previous primary curriculums);

Calculate the area of parallelograms; calculate, estimate and compare volumes of cubes and cuboids using standard units ( $\text{cm}^3/\text{m}^3$ ) - not in any previous primary curriculums;

Illustrate and names parts of circles, including diameter, radius and circumference (not in any previous primary curriculums).



# CALCULATION STRATEGIES

There are a variety of methods we have previously taught children to use when calculating, using the four arithmetic operations;

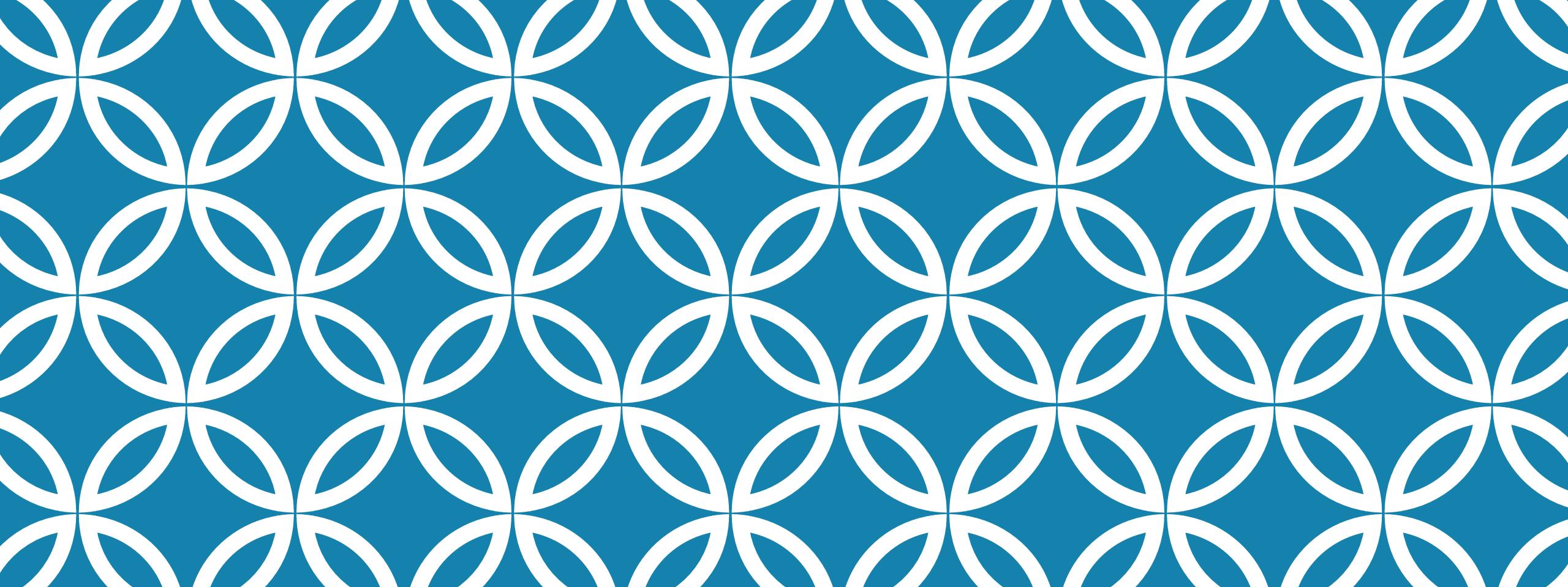
The emphasis now is 'mastery' and 'fluency' in one method for each operation...



Introduced at Year 3

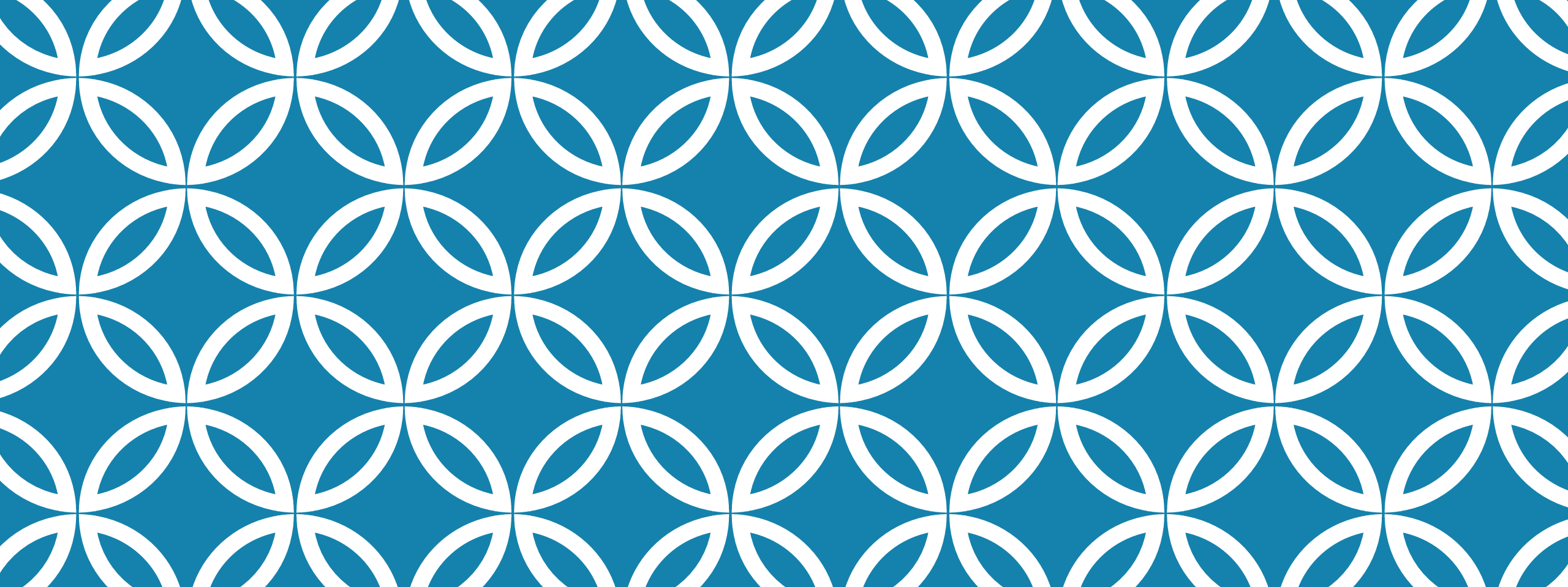
# COLUMN ADDITION

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# COLUMN SUBTRACTION

Introduced at Year 3



# MATHS VOCABULARY

- Using the right words is very important!
- Here are some examples.....
- There is a booklet to take away with you.

# HOW YOU CAN HELP


'Real-life' maths – counting money, telling the time, weighing ingredients, capacity, measuring objects;

Times tables (up to  $12 \times 12$  by the end of Year 4) and associated division facts, e.g.  $6 \times 7 = 42$ , therefore  $42 \div 7 = 6$ , etc.;

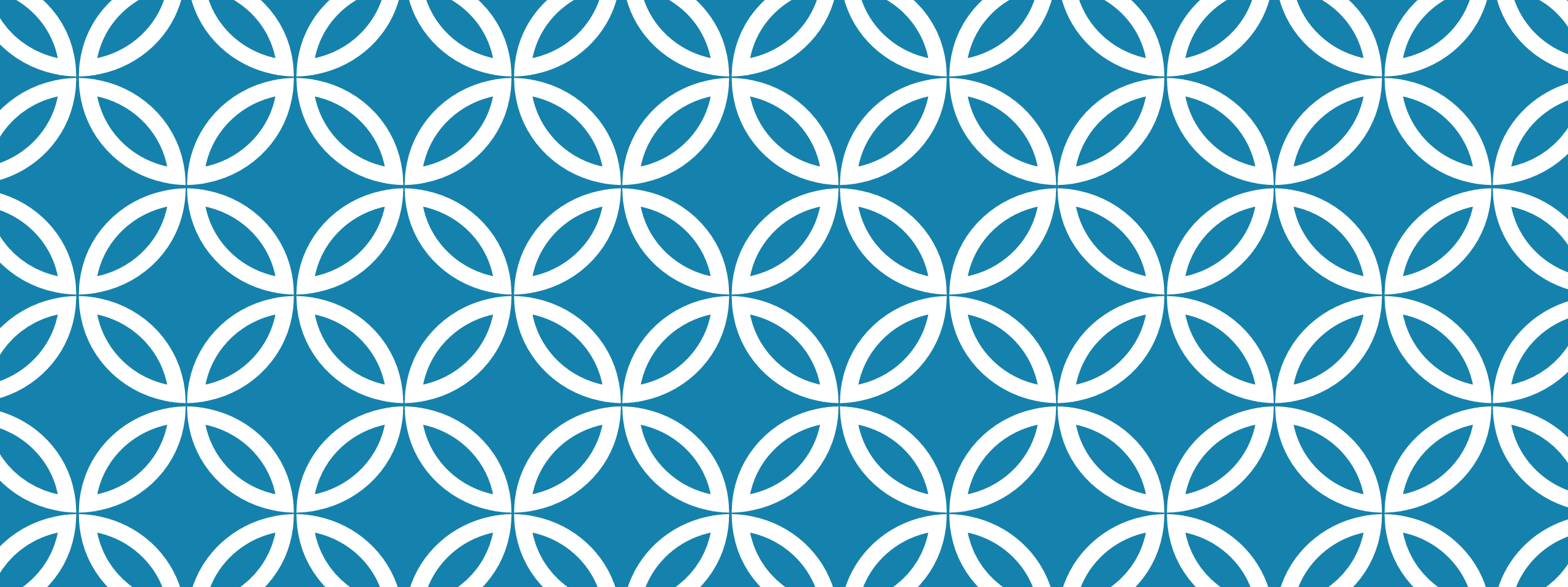
Websites – please take a booklet which has a few suggestions of websites your child could use to support their maths.

Support your child with their homework and try not to pass on any 'negativity' about maths to your child.

**KEY INSTANT RECALL FACTS FOR EACH YEAR GROUP FOR EACH TERM.**



There are tables around the room for each key stage and year to help you understand more the work that your child will be engaging with, the teaching methods and the demands of the curriculum for their year.



**THANK YOU FOR COMING AND YOUR  
CONTINUED SUPPORT.**

ANY QUESTIONS?

PLEASE MAKE SURE YOU TAKE  
AWAY YOUR PACK TO SUPPORT  
YOUR CHILDREN.