



Maths Parent Workshop

19/03/24

Aims of this workshop:

- To give an overview of how maths is taught at St Mary's
- To share some of the practical resources and strategies which are used by children in Maths lessons
- To share strategies you could use to support your children at home
- To provide time to look more specifically at your children's year group – what are the key maths objectives being taught? How are these taught in school?
- To answer any questions you may have



Mastery Maths

Inspired by teaching approaches developed in Singapore, mastery is an inclusive way of teaching that is grounded in the belief that all pupils can achieve in Maths.

A concept is deemed mastered when learners can represent it in multiple ways, can communicate solutions using mathematical language and can independently apply the concept to new problems.

At St Mary's, we aim to teach children with concrete, pictorial and written/abstract examples of mathematical strategies. Teaching for mastery supports National Curriculum objectives, but spends more time reinforcing number before progressing to more difficult areas of mathematics.

Our Maths Curriculum



"Mathematics is the music of reason."
— James Joseph Sylvester

YEAR 2

| KS1 ADDITION | KS1 SUBTRACTION | KS1 MULTIPLICATION | KS1 DIVISION |
|--|--|--|--|
| Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. |

YEAR 1

| KS1 ADDITION | KS1 SUBTRACTION | KS1 MULTIPLICATION | KS1 DIVISION |
|--|--|--|--|
| Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. |

YEAR R

| KS1 ADDITION STRATEGIES | KS1 SUBTRACTION STRATEGIES | KS1 MULTIPLICATION STRATEGIES | KS1 DIVISION STRATEGIES |
|--|--|--|--|
| Counting on from 1 to 100, counting on from 100 to 1000, counting on from 1000 to 10000, counting on from 10000 to 100000. | Counting on from 1 to 100, counting on from 100 to 1000, counting on from 1000 to 10000, counting on from 10000 to 100000. | Counting on from 1 to 100, counting on from 100 to 1000, counting on from 1000 to 10000, counting on from 10000 to 100000. | Counting on from 1 to 100, counting on from 100 to 1000, counting on from 1000 to 10000, counting on from 10000 to 100000. |

Guidance

Assessment and Feedback

Planning and Delivery in KS2

"Pure mathematics is, in its way, the poetry of logical ideas."
- Albert Einstein

YEAR 6

| KS2 ADDITION | KS2 SUBTRACTION | KS2 MULTIPLICATION | KS2 DIVISION | KS2 CALCULATING, FRACTIONS & DECIMALS |
|--|--|--|--|--|
| Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. |

YEAR 5

| KS2 ADDITION | KS2 SUBTRACTION | KS2 MULTIPLICATION | KS2 DIVISION | KS2 CALCULATING, FRACTIONS & DECIMALS |
|--|--|--|--|--|
| Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. |

YEAR 4

| KS2 ADDITION | KS2 SUBTRACTION | KS2 MULTIPLICATION | KS2 DIVISION | KS2 CALCULATING, FRACTIONS & DECIMALS |
|--|--|--|--|--|
| Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. |

YEAR 3

| KS2 ADDITION | KS2 SUBTRACTION | KS2 MULTIPLICATION | KS2 DIVISION | KS2 CALCULATING, FRACTIONS & DECIMALS |
|--|--|--|--|--|
| Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. | Counting objects, understanding the relationship between addition and subtraction, understanding the relationship between multiplication and division. |

- The sequence of learning across Maths is organised using a clear progression map. Learning within Maths is set to ensure that knowledge is built from year to year.
- This is based on the National Curriculum expectations and follows structured schemes such as White Rose Maths.
- You will find the Maths Progression Map on our school website under Curriculum > Maths Mastery.

Calculation Policy

- We have a structured calculation policy which sets out the taught methods within the four operations.
- This clearly builds upon previous learning to prepare pupils for their current learning. Each previous year group's content is designed to prepare children for their next stage.
- This may be really useful to support learning/scaffolding at home so you are aware of the methods your child will be using.

| Year Group | Relevant Objectives | Strategy | Concrete Representations | Pictorial Representations | Abstract/Written/Mental Representations |
|------------|--|--|--|--|---|
| 2 | <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods | Adding three single digits | <p>Look for the bond to 10 first.</p> $4 + 2 + 6 =$ | <p>Children represent using a part-whole model, identifying bonds to 10 to support</p> | $\square = 8 + 5 + 2$ $8 + 5 + 2 = \square$ |
| | | Use of base 10 to combine two numbers: partitioning tens and ones to add | <p>10 + 10 using base 10. Continue to develop understanding of partitioning and place value.</p> $36 + 20$ | <p>Children to represent the base 10 in a place value chart</p> | <p>Introduction to column addition</p> |
| | | Use of base 10 to combine two numbers: adding 10 and adjusting | $37 + 11 =$ $37 + 10 = 47$ $47 + 1 = 48$ | $37 + 11 = 48$ | <p>To complete calculations presented in a range of ways mentally by adding 10 and adjusting:</p> $37 + 9 = ?$ $11 + 27 = ?$ $? = 9 + 45$ $78 = ? + 9$ |
| | | Use of base 10 to combine two numbers: bridging through 10 | <p>Use Numicon on a number track to show how to bridge through ten by partitioning and recombining ones.</p> | $46 + 7 =$ | <p>To complete calculations presented in a range of ways mentally by bridging through ten:</p> $36 + 8 = ?$ $4 + 27 = ?$ $? = 12 + 32$ $? = 47 + 9$ |

- You will find the Calculation Policy on our school website under Curriculum > Maths Mastery.



Areas of Learning in EYFS:

Numbers as labels and for counting

- Counting up to ten and beyond, using cardinal numbers
- Recognising the numbers 1 to 9
- Counting aloud in ones, twos, fives, tens
- Estimating a number of objects and checking by counting
- Matching and comparing the number of objects in two groups
- Counting out a number of objects from a larger group
- Positioning items according to their place in a group using ordinal numbers (first, second, third, etc.)

Calculating

- Using a number line to count on and back
- Finding one more or one less than a number from 1 to ten
- Sharing objects into equal groups and counting how many are in each group
- Understanding that 'addition' means combining and 'subtraction' means taking away
- Finding the total number of items in two groups by counting them all
- Comparing numbers and recognising which is 'more' or 'less'

Shape, space and measures

- Comparing quantities and using words such as 'greater', 'smaller', 'heavier' or 'lighter'
- Recognising and creating their own simple patterns
- Naming and describing the shape and size of solid (3D) and flat (2D) shapes
- Using everyday words to describe the position of objects
- Sorting familiar objects and describing their differences and similarities
- Making patterns and building models
- Putting two or three items in order, according to their length or weight
- Matching shapes and patterns
- Building on a basic understanding of time: putting familiar events in sequence; measuring time, using a sand-timer

Areas of Learning in Year 1:

Number and place value

- Counting up to 100 forwards and backwards
- Reading and writing numbers up to 100
- Reading and writing numbers up to 20 in words
- Counting on and back in twos, fives and tens
- Using a number line to put numbers in the correct order
- Recognising patterns in numbers
- Recognising odd and even numbers
- Estimating amounts of objects and then counting to check



Measuring

- Telling the time to the hour and half hour
- Putting the days of the week and months of the year in order
- Measuring length, weight and capacity and comparing these measurements

Geometry

- Recognising, naming and describing common 2D and 3D shapes
- Using shapes to make patterns, models and pictures
- Describing whole, half, quarter and three-quarter turns

Calculating

- Learning simple addition and subtraction
- Recognising mathematical words and symbols
- Using money – paying and giving change
- Learning which pairs of numbers add up to 20 (number bonds)
- Doubling and halving
- Finding a quarter of a quantity
- Working out multiplication and division questions using objects to group or share out

Areas of Learning in Year 2:

Number and place value

- Counting in steps of 2, 3 and 5
- Putting the numbers one to 100 in the correct order
- Using < and > symbols
- Recognising the place value of each digit in a two-digit number

Calculating

- Adding and subtracting one- and two-digit numbers
- Knowing addition and subtraction facts up to 20
- Learning the 2, 5 and 10 times tables, plus division facts
- Identifying odd and even numbers

Fractions

- Finding $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape or quantity

Measurement

- Using appropriate units to measure length, weight and capacity
- Combining amounts of money to make a particular value
- Working out how much change to give
- Tell the time to five minutes, including quarter to / past the hour

Geometry

- Identifying, describing and sorting common 2D and 3D shapes
- Understanding that a quarter turn is a right angle
- Confident with clockwise and anti-clockwise

Statistics

- Interpreting and constructing simple pictograms, tally charts, block diagrams and tables
- Answer questions about the data presented

Areas of Learning in Year 3:

Number and Place Value

- Counting in steps of 4, 8, 50 and 100
- Recognising place value of each digit in a three-digit number
- Comparing and ordering numbers to 1000 and writing these numbers in numerals and words

Calculating

- Adding and subtracting with numbers up to three digits using column addition and subtraction
- Knowing multiplication facts for the 3, 4 and 8 times table
- Multiplying two-digit numbers by one-digit numbers

Fractions

- Finding fractions of quantities
- Understanding equivalent fractions
- Adding and subtracting fractions with the same denominator

Statistics

- Interpreting and presenting data using bar charts, pictograms and tables
- Answering one-step and two-step questions about the data presented

Measurement

- Adding and subtracting measurements of length, weight and capacity
- Working out the perimeter of simple 2D shapes
- Adding and subtracting amounts of money
- Telling and writing the time using the 12-hour and 24-hour clock

Geometry

- Drawing 2D shapes and making 3D shapes
- Recognising right angles and identifying whether angles are greater or smaller than a right angle
- Identifying horizontal and vertical lines and pairs of parallel and perpendicular lines

Areas of Learning in Year 4:

Number and Place Value

- Counting in steps of 6, 7, 9, 25 and 1000
- Recognising place value of each digit in a four-digit number
- Counting backwards through zero to include negative numbers
- Rounding any number to the nearest 10, 100 or 1000

Calculating

- Adding and subtracting with numbers up to four digits using column addition and subtraction
- Knowing multiplication facts for all times tables up to 12×12
- Multiplying three-digit numbers by one-digit numbers

Fractions and Decimals

- Finding fractions of quantities (for example: $\frac{2}{6}$ of 48)
- Understanding equivalence between fractions and decimals
- Dividing one-digit and two-digit numbers by 10 and 100
- Rounding decimals with one decimal place to the nearest whole number

Statistics

- Interpreting and presenting data in bar charts and line graphs
- Solving comparison, sum and difference problems using information presented in bar charts, pictograms and tables

Measurement

- Converting between units of measurement
- Working out the perimeter and area of shapes
- Calculating with amounts of money
- Telling and writing the time using the 12-hour and 24-hour clock
- Solving problems involving converting between units of time

Geometry

- Classifying different types of triangles and quadrilaterals
- Recognising acute and obtuse angles
- Identifying lines of symmetry in 2D shapes
- Plotting coordinates in the first quadrant
- Translating shapes up/down and left/right

Areas of Learning in Year 5:

Number and Place Value

- Reading, writing, ordering and comparing numbers to at least 1,000,000
- Counting forwards and backwards with positive and negative numbers
- Rounding any number up to one million to the nearest 10, 100, 1000, 10,000, 100,000

Calculating

- Adding and subtracting with numbers up to four digits using column addition and subtraction
- Identifying factors and multiples of different numbers
- Identifying prime numbers
- Multiplying four-digit numbers with two-digit numbers using long multiplication
- Dividing four-digit numbers by one-digit numbers using short division
- Multiplying whole numbers and decimals by 10, 100 and 1000
- Recognising and using square numbers and cube numbers
- Solving problems involving all four operations

Statistics

- Solving comparison, sum and difference problems using information presented in a line graph
- Completing and interpreting information in tables, including timetables

Fractions, Decimals and Percentages

- Comparing and ordering fractions whose denominators are all multiples of the same number
- Converting from mixed numbers to improper fractions
- Adding and subtracting fractions whose denominators are multiples of the same number
- Multiplying proper fractions and mixed numbers by whole numbers
- Rounding decimals with two places to the nearest whole number and to one decimal place
- Comparing numbers with up to three decimal places
- Beginning to understand percentages
- Knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$

Measurement

- Converting between units of measurement
- Working out the perimeter and area of shapes (including irregular shapes)
- Solving problems involving money and measures
- Solving problems involving converting between units of time

Geometry

- Drawing and measuring angles
- Finding angles around a point, on a straight line and within a right angle

Areas of Learning in Year 6:

Number and Place Value

- Reading, writing, ordering and comparing numbers to 10,000,000
- Calculating intervals across zero

Calculating

Multiplying four-digit numbers by two-digit numbers using long multiplication

Dividing four-digit numbers by two-digit numbers using long division

Identifying common factors, common multiples and prime numbers

Solving multi-step problems involving all four operations

Ratio and proportion

- Finding percentages of amounts
- Solving problems involving shapes and scale factors

Algebra

- Using simple formulae
- Generating and describing linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns

Fractions, Decimals and Percentages

- Simplifying fractions
- Comparing and ordering fractions
- Adding and subtracting fractions with different denominators
- Multiplying pairs of proper fractions, giving the answer in its simplest form
- Dividing proper fractions by whole numbers
- Multiplying and dividing numbers by 10, 100 and 1000
- Multiplying one-digit numbers with up to two decimal places by whole numbers
- Using written division methods in cases where the answer has up to two decimal places

Statistics

- Interpreting and constructing pie charts and line graphs and use these to solve problems
- Calculating and interpreting the mean as an average

Measurement

- Converting between units of measurement, using decimal notation up to three decimal places
- Working out the perimeter and area of shapes (including parallelograms and triangles)
- Working out the volume of cubes and cuboids

Geometry

- Drawing a 2D shape using given dimensions and angles
- Finding unknown angles in any triangle, quadrilateral and regular polygon
- Illustrating and naming parts of circles, including radius, diameter and circumference
- Recognising angles where they meet at a point, are on a straight line or are vertically opposite
- Plotting coordinates on all four quadrants
- Drawing and translating simple shapes on the coordinate plane and reflecting them in the axes

Times Tables

- Times tables are the foundation of mathematical learning and are the building blocks upon which other mathematical thinking is built.
- Helping your child to memorise their times tables ensures that working out maths problems become quicker and easier for your child to solve.
- Memorising times tables will assist your child when solving, addition, subtraction and division problems – along with multiplication questions.
- Times tables begin to unlock the relation that exists between numbers.
- They also help to build knowledge of important mathematical concepts such as patterns and sequences, fractions, percentages and even shape.
- Successful recall of times tables will increase your child's confidence in maths.



Supporting Learning Times Tables

Start small – set a target to learn one set of times table – don't be overwhelmed by learning them all at once;

First Step: Learning to count in 2's

This allows children to begin to see the pattern that multiplication is repeated addition (KS1)

Second Step: Beginning the memorisation process.

When beginning to memorise, start with the times tables facts for 1×2 , 5×2 then 10×2 . Starting with these each time helps build confidence

Third Step: Building up

Start building up the memorisation of the times tables, can you spot a relationship between the numbers? 2×2 and 4×2 ? Does that make working out 8×2 easier to work out/memorise?

Fourth Step: Practice

Start by practising them in order, progressing to out of order. Play games to help build fluency and soon your child's confidence will follow.



Times Tables Rock Stars



Times Table Rock Stars is an exciting game which helps children to learn and practise their times tables. Through a “little and often” approach, children secure their times table knowledge whilst having fun! We recommend approximately 5 minutes practice a day, 4 or 5 times a week. You can download the app from the app store or play on the Times Table Rock Stars game on their website.

There are 9 different game modes each with unique features. Read on to find out more.



What are the different Game Modes?

Single Player

Jamming

4 or 8 coins/correct answer

The only game mode without a timer, players chose the table and operation (\times or \div or both) they want to practise. Answer 10, 20 or 30 questions.

Gig

10 coins per correct answer

Gig games last 5 minutes and contain up to 100 questions, which come in 'waves', starting with the 10s, then the 2s, 5s, 3s, 4s, 8s, 6s, 7s, 9s, 11s and 12s. Novices are not expected to get past the 5s. Gigs provide the child (and their teacher) with a simple measure of their current skills, which is why learners should concentrate fully for the whole Gig as they won't get another try until next month.

Garage

10 coins per correct answer

Players are given a personalised set of 6 multiplication questions (and their matching division questions) in each round. The questions they get keep adjusting to provide the best fit for every learner's needs. This is probably the best game made for improving their recall while they're still learning.

Studio

1 coin per correct answer

Here your child earns their Rock Status, which is based on their Studio Speed. The faster they are the better their status. Studio Speed is the average of their most recent 10 Studio games. Suitable for confident players.

| | |
|---|---|
| <p>Studio 1 coin per correct answer</p> | <p>Here your child earns their Rock Status, which is based on their Studio Speed. The faster they are the better their status. Studio Speed is the average of their most recent 10 Studio games. Suitable for confident players.</p> |
| <p>Soundcheck 5 coins per correct answer</p> | <p>Soundcheck games ask 25 multiplication questions (up to 12×12), allowing 6 seconds for each question. Suitable for confident players.</p> |
| <p>Multi Player</p> | |
| <p>Festival 1 coin per correct answer</p> | <p>Children compete against others from around the world, with their identities protected behind their rock names. Suitable for confident players.</p> |
| <p>Arena 1 coin per correct answer</p> | <p>Children race against other members of their class who are logged in and choose the same arena name at the same time. Arena games use the same smart question algorithm as Garage games.</p> |
| <p>Rock Slam 1 coin per correct answer</p> | <p>Players challenge their classmates or teachers to answer as many questions as they can in 60 seconds, setting a score for the <u>challenger</u> to beat. Pupils don't need to be online at the same time.</p> |
| <p>Tournaments</p> | <p>Battle of the Bands – groups of children within the same school (usually classes, year groups or teams) compete to have the highest <i>average</i> score per player. Top of the Rocks – like a Battle of the Bands <i>between</i> schools. The winning class or school is the one with the most correct answers per person.</p> <p>Important: Each correct answer (in any game mode) earns 1 point towards the team's total in addition to the coins earned. For example, in Garage games each correct answer is worth 1 point for the team and 10 coins for the player.</p> |

Learners with different needs

How can I hide the timer?

Start a game and press ⚙ > Hide Practice Clock. You could also play a game in Jamming.

How can I increase the length of Garage games?

Single player > Garage > press the little arrow below "play solo" > choose 1, 2 or 3 minutes.

The tables are too hard

Make sure your child is playing in Garage or Arena game modes. If this does not resolve the issue, please speak to your child's teacher. Remember that Jamming mode allows the child to choose the tables themselves.

My child gets anxious

Try the three above plus: setting mini goals (e.g. complete 2 minutes today, get 1 more point in the next game, pass 1 level); having a break from online play (come back in a couple of days); and reminding them of Baz's words: "A good rock star stays chillaxed by accepting they make mistakes."

My child has visual impairments; what settings are available?

Head to the Profile page where you can: change the colour scheme; reduce the visual stimuli with Declutter mode; increase the font size or switch to a dyslexia-friendly font called Lexie. play.ttrockstars.com is also screen reader compatible.

Can I turn off division?

Yes in Jamming mode but not in the other games. The reason for that is that practising multiplication and division at the same time supports the recall of both and is the most successful approach. If your child is finding division confusing, please speak to their teacher about starting with the 10s only and for advice on how to help at home.

NumBots – KS1



- Numbots can be played online on a laptop or you can download it as an app (it's free!).
- We would like pupils to be accessing their Numbots accounts on at least a weekly basis.
- This aims to support children's mental calculations within addition and subtraction.



There are two game modes: story and challenge.

Each level on story mode gets progressively harder

Further Help at Home

- Take away their fear.
- Reassure and praise whenever possible.
- Let them see you using Maths in your everyday routines – portioning meals between the family, chopping vegetables into halves and quarters, paying for shopping etc.
- Play with numbers and shapes through games.
- Seeing mistakes as an opportunity to learn and using them as a discussion point.
- Recognising the importance and value of Maths in our everyday lives e.g. managing money and telling the time.
- If you want to provide further challenge, ask your children.. How? Explain how you know? Prove it! Also, provide questions which are more complex and require deeper thinking to apply their learning to different contexts. The internet is full of free question types!
- Support with weekly homework on Maths.co.uk e.g. breaking down or reading out questions. Discuss any areas your child may have found tricky with their teacher.



Everyday Opportunities for Maths

- Practise spotting and recognising numbers in the environment. Add/multiply/subtract/divide door numbers, numbers on car registration plates, road signs and at the shop.
- Flicking through the TV guide? Ask your child to calculate the length of their favourite programmes. How long is it until the next programme?
- Use food packaging to discuss 2D and 3D shapes. What are the properties of these shapes e.g. how many faces, sides, vertices? Flatten the packaging out to find the net of the 3D shape too.
- Measuring up for new furniture? Want to make sure the Christmas tree will fit in your living room? These are really good opportunities to encourage your child to see the value of careful measuring skills in everyday life.
- Practise telling the time with your child. Can they read both the digital and analogue clock? Can they readily convert between the two and use the 24 hour clock? Can they also recognise Roman Numeral representations of the time too?
- Board Games supply endless opportunities for Maths – Snakes and Ladders, Monopoly, Bingo, Connect Four, Battle Ships etc



Useful Online Resources

- [CBeebies](#) have lots of fun and interactive games and activities to help get our younger children excited about Maths
- [I See Maths](#) – a useful site with a plethora of ideas for fun games that all the family can enjoy
- [Primary Games Arena](#) - It is a free website that encourages children to play online maths games linked to their home learning. It breaks the games down into concepts which is really helpful.
- [Hit the Button](#) – children love this game as it helps to increase confidence through practising times tables and number bonds.
- [Maths Zone](#) – this site is jam-packed with fun ways to learn more about maths.
- [BBC Bitesize](#) – lots of information alongside short videos help to make the learning enjoyable and accessible for all children.



- You will now have the opportunity to visit classrooms and see some Maths in action!
- The children should be completing some carousel style activities which require them to use some of the strategies found within our Calculation Policy. Feel free to visit a range of classrooms!
- Please be mindful, some strategies may not have been taught yet so you may not see all the strategies stated on the policy just yet.
- Please feel free to take an 'Area of Learning' document for your child's year group.
- The slides/links will be available on the school website under **Curriculum > Maths Mastery**.

Feedback

Maths Parent workshop

