Maths Workshop for parents…

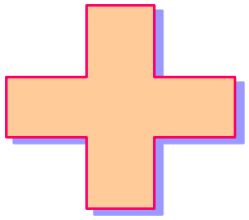
The aim of today is to share the calculation methods we use at Lister Infants so that you are confident in supporting your child at home.

Mrs White – Maths Lead

Structure of a Maths lesson.

- Every child throughout the school has a dedicated maths lesson each day. In reception children the numeracy work is integrated into everyday activities, in KS1 it is a 45 minute lesson daily.

- Each lesson consists of a mental and oral warm up, a main teaching and learning part and a plenary. Children practise basic skills daily.



Addition

what is the sum of...?

what is... altogether?

what is.... in total?

what is... plus ...?

SUBTRACTION

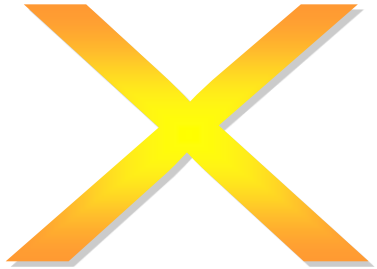
what is... take away ...?

what is the difference between...?

what is...subtract ...?

what is... minus ...?

MULTIPLICATION



what is 3 groups of 2?

what is 3 lots of 2?

what is 2 multiplied by 3?

2 x 3 =

(2 three times)

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Division

Can you put ten cubes into groups of 2?
How many groups did you make?

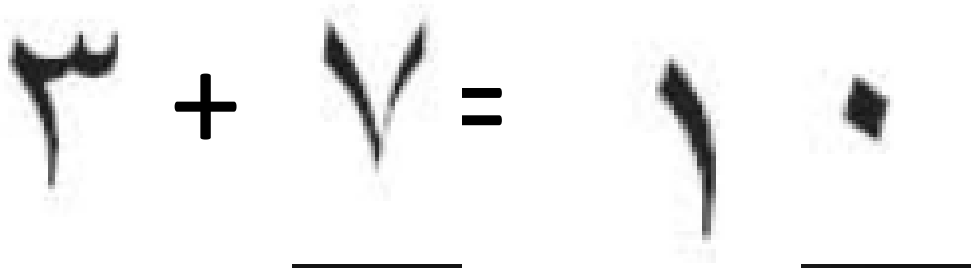
can you cut the cake in half?

There are six sweets, how many children can have 2 each?

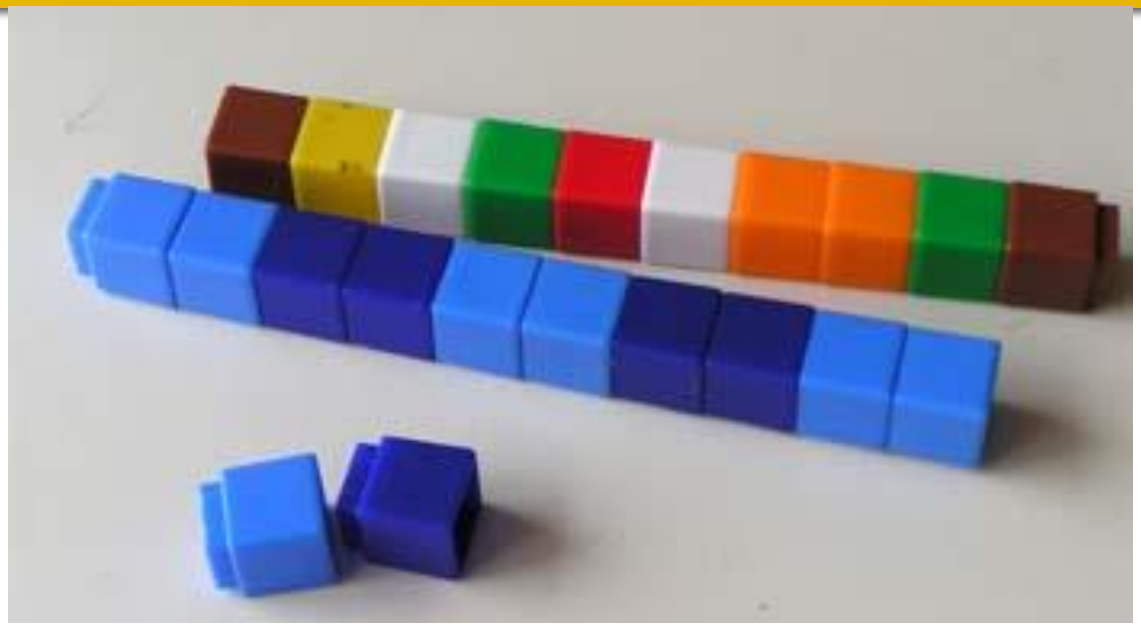
Problem solving

- Young children need problems:
- Which they understand in familiar contexts,
- Where the outcomes matter to them even if imaginary,
- Where they have control of the process,
- Involving mathematics with which they are confident.

Do you need to add, subtract, divide or times to get the answer?



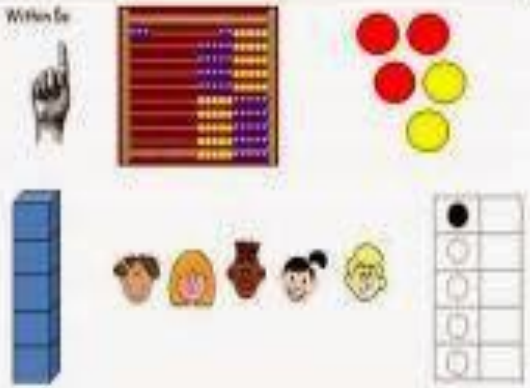
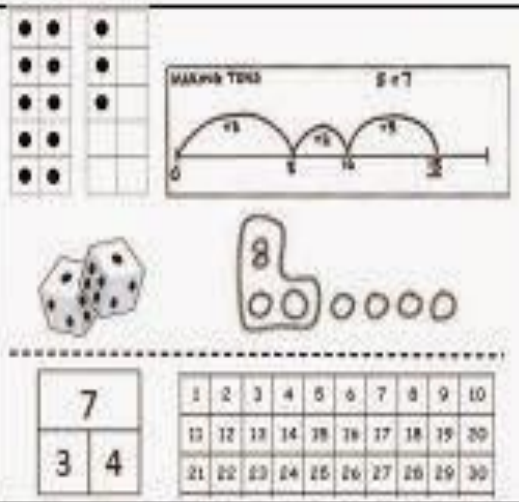
KS1 Maths
What we learn and our methods of teaching

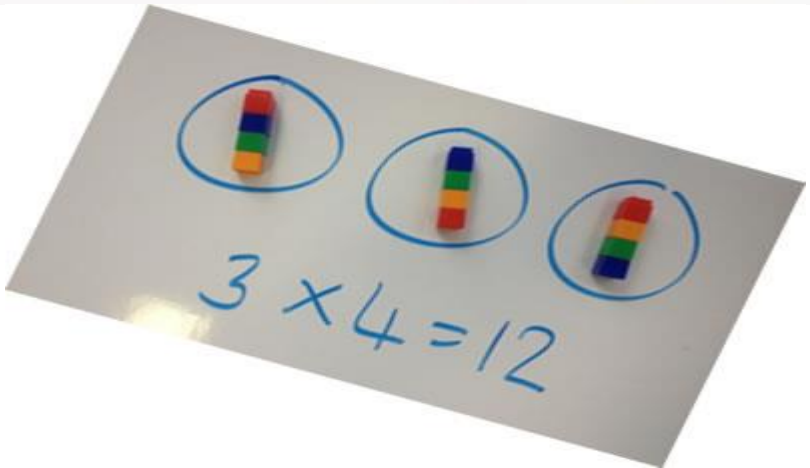


What do we teach in ks1 Maths?

- Number bonds from 10 and 20 (ie 7+3=10, 18+2= 20)
- Basic multiplication (2,5,10)
- Basic division (2)
- Fractions ($\frac{1}{2}$, $\frac{1}{4}$, 1/3)
- Addition and subtraction to 100
- Place value (units, tens and hundreds)
- Time (o'clock, half past, quarter to, quarter past)
- Measurement (weight, length, capacity)
- Money (everyday money- calculating change)
- Problem solving
- Handling data (graphing, tables, sorting data)
- Shape and space

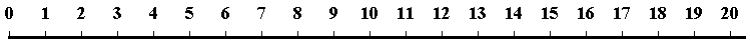
Today we will focus on the red highlighted examples

Concrete	Representational	Abstract
Students manipulate hands-on, concrete materials	Students draw and observe diagrams, or watch the teacher touching and moving hands-on materials	Numbers and mathematical symbols
		



Resources

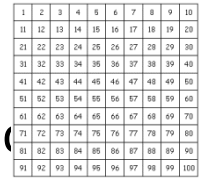
- Number line



- Counters

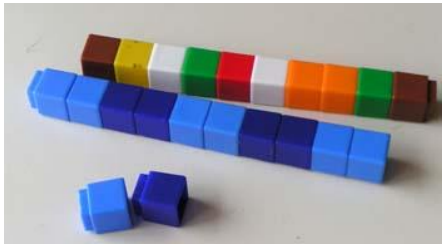
Number square

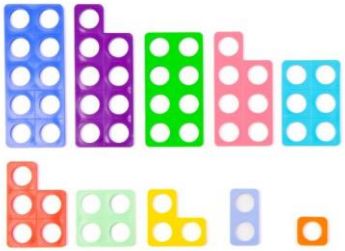
- [Online games]



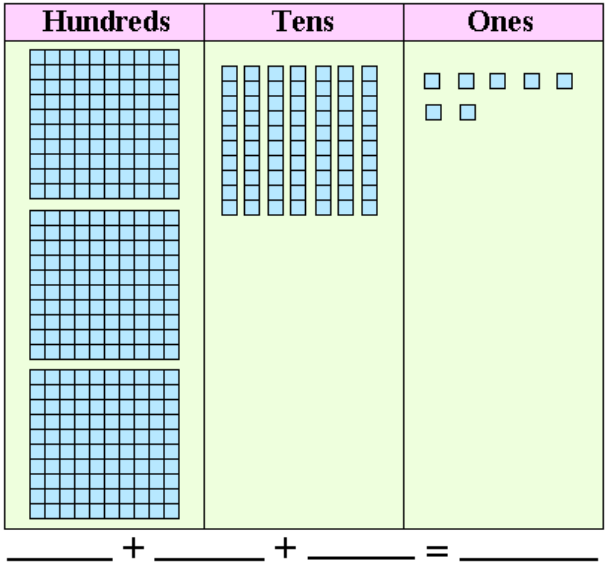
Plac cards

- Unifix sticks





Place Value



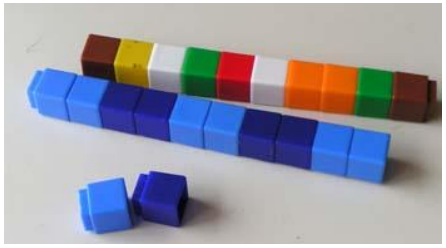
- We use place value cards in combination with unifix cubes and 100 squares to recognize values of numbers.

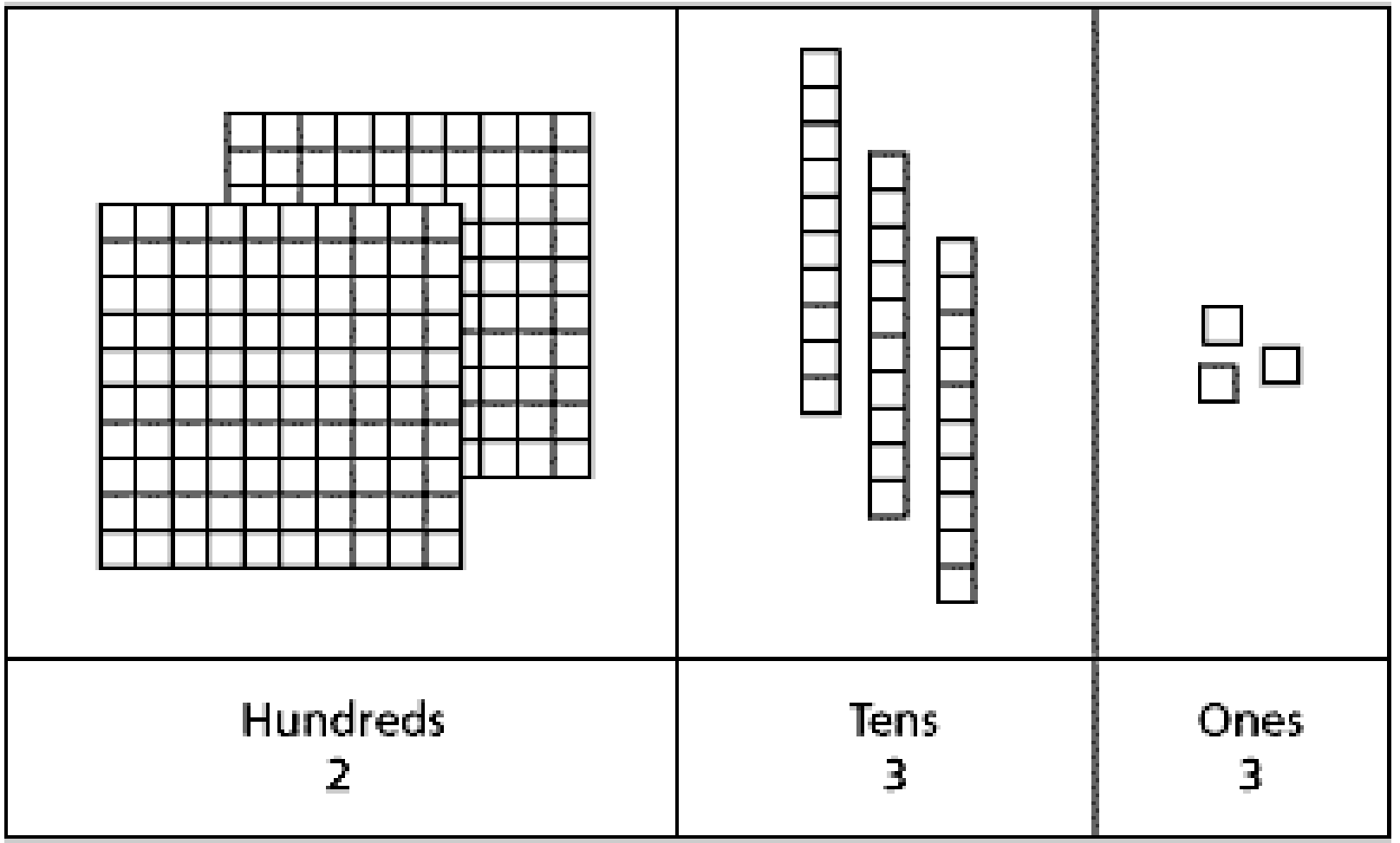
i.e. make the number 245

Step 1: separate the to its value

2 hundreds, 4 tens and 5 units

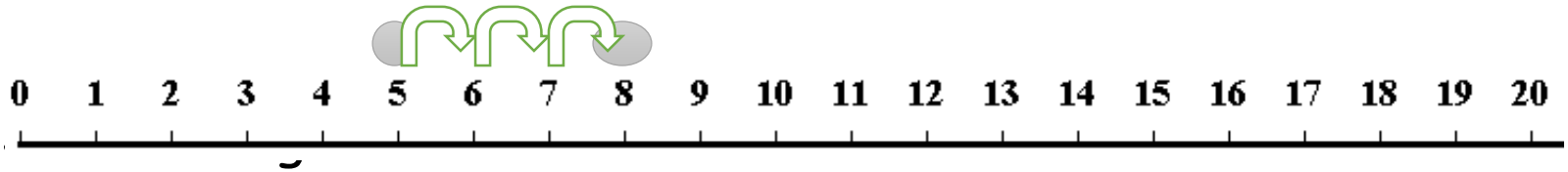
Step 2: make that number with either cubes or a value card.




Hundreds
2
Tens
3
Ones
3

Using a Number Line

- Adding 5 + 3 = 8
- Step 1 start on the biggest number and count on in jumps.



- Step 1: start on the biggest number and count back in jumps.