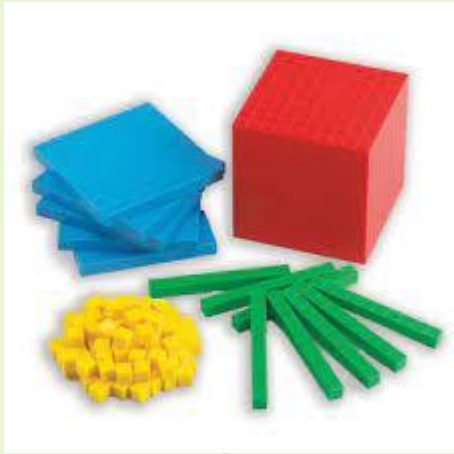
Maths at Saint Alban and Saint Stephen Catholic Primary School & Nursery

Meeting for KS2 Parents
29th January 2025



Our aim at Saint Alban and Saint Stephen Catholic Primary School and Nursery is that children will learn to be confident in exploring and using a wide range of maths skills that they can build on in their future learning and use in their adult lives.

The purpose of Maths is the pursuit for truth, and the thinking skills developed through the Maths Curriculum should inspire learners to be innovative, creative, critical and analytical learners. Enjoying the beauty of Maths enables learners to engage with the transcendent dimensions of life. It will inspire them to become the pioneers and inventors of today and the future.

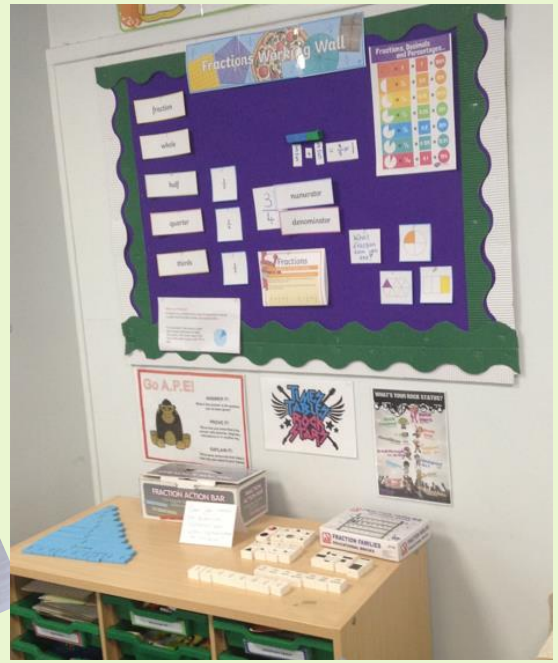
How children learn maths.

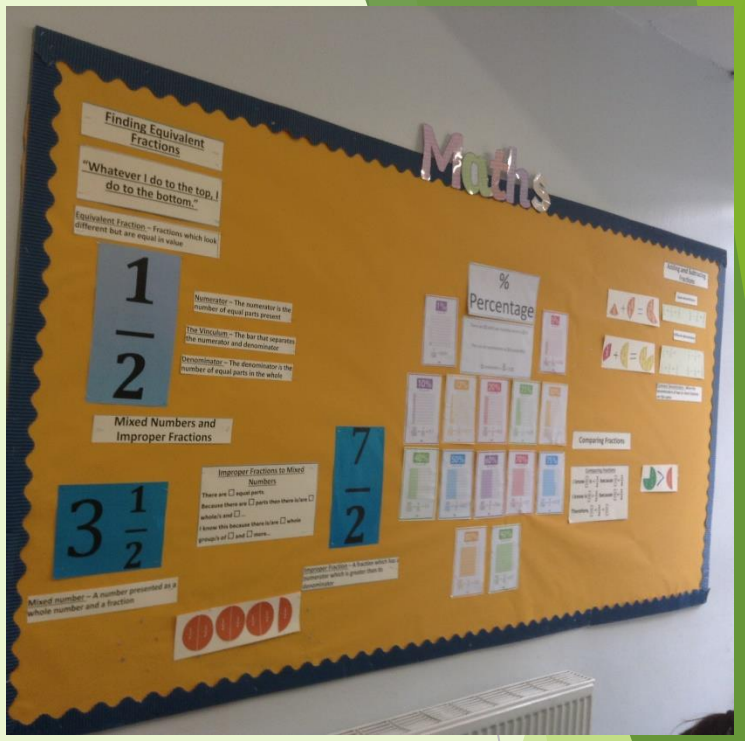
- Using practical mathematical resources
- Exploring and investigating
- Using Talk for Learning
- Representing learning using pictures and then more abstract methods

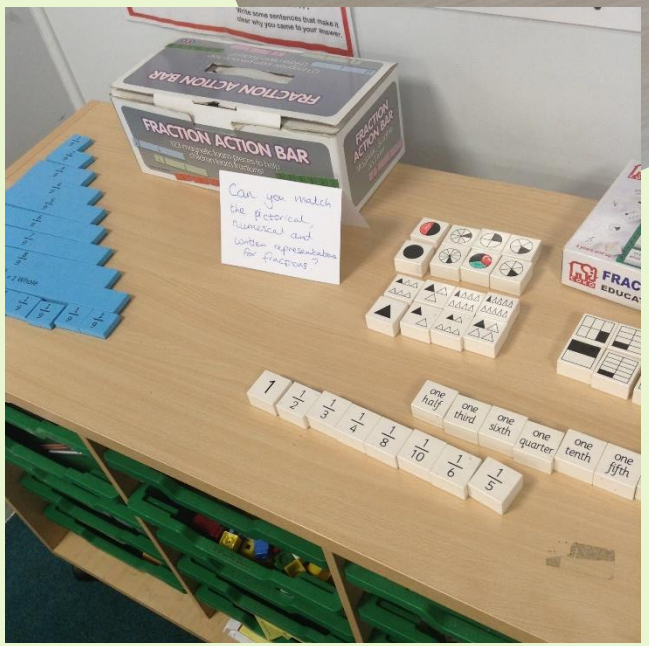
Herts for Learning
Essential Maths Scheme

- Across both sites to ensure consistency and progression.
- Uses sequences of lessons for each year group.
- High emphasis on using mathematical equipment for practical learning.
- Problem solving skills embedded throughout.
- Children learn to record using pictorial representations and more abstract recording e.g. number sentences.
- Talk for learning important – speaking frames support children's use of mathematical language.

Key Stage 2 Working Walls







Speaking frames

Speaking Frame - Comparing and Ordering

_____ is greater than/smaller than _____ because there are

an equal/greater/smaller number of thousands.

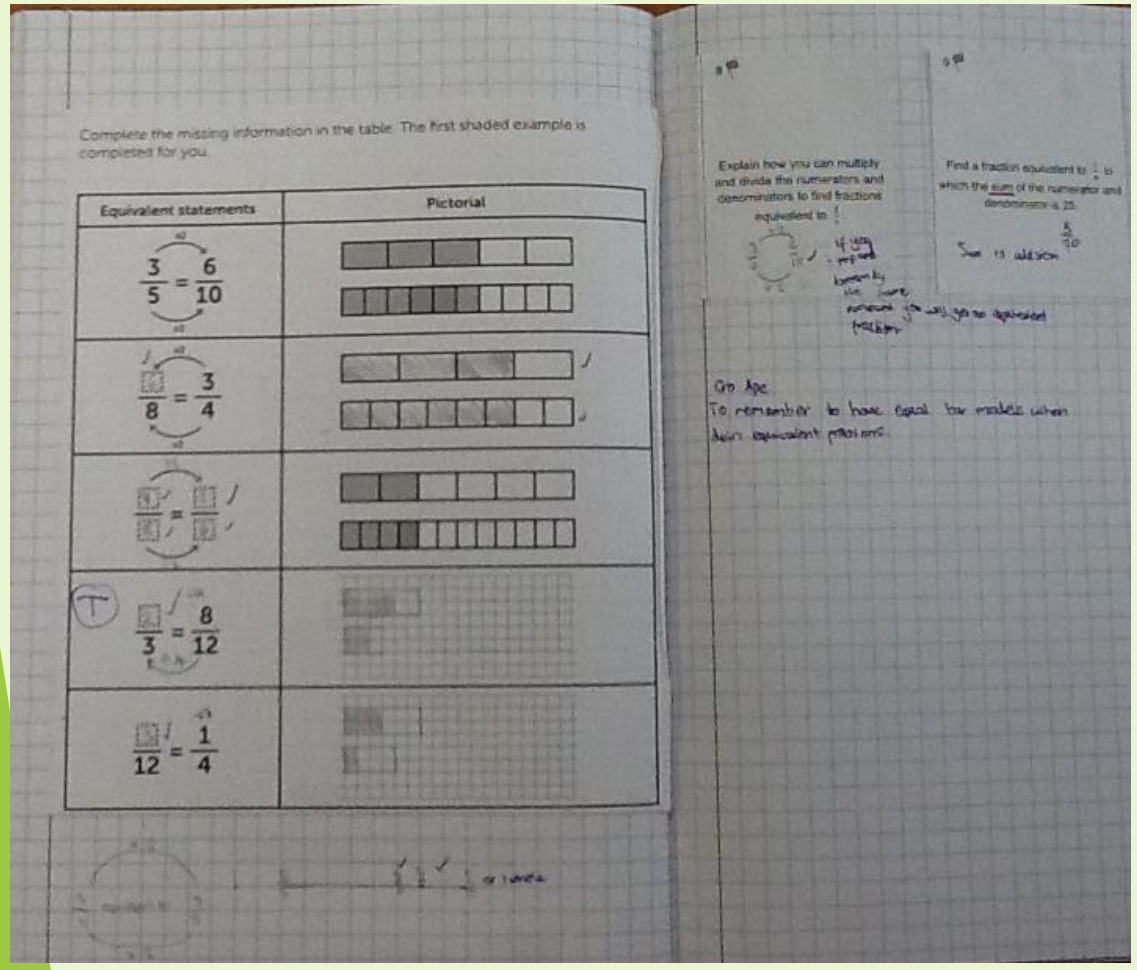
an equal/greater/smaller number of hundreds.

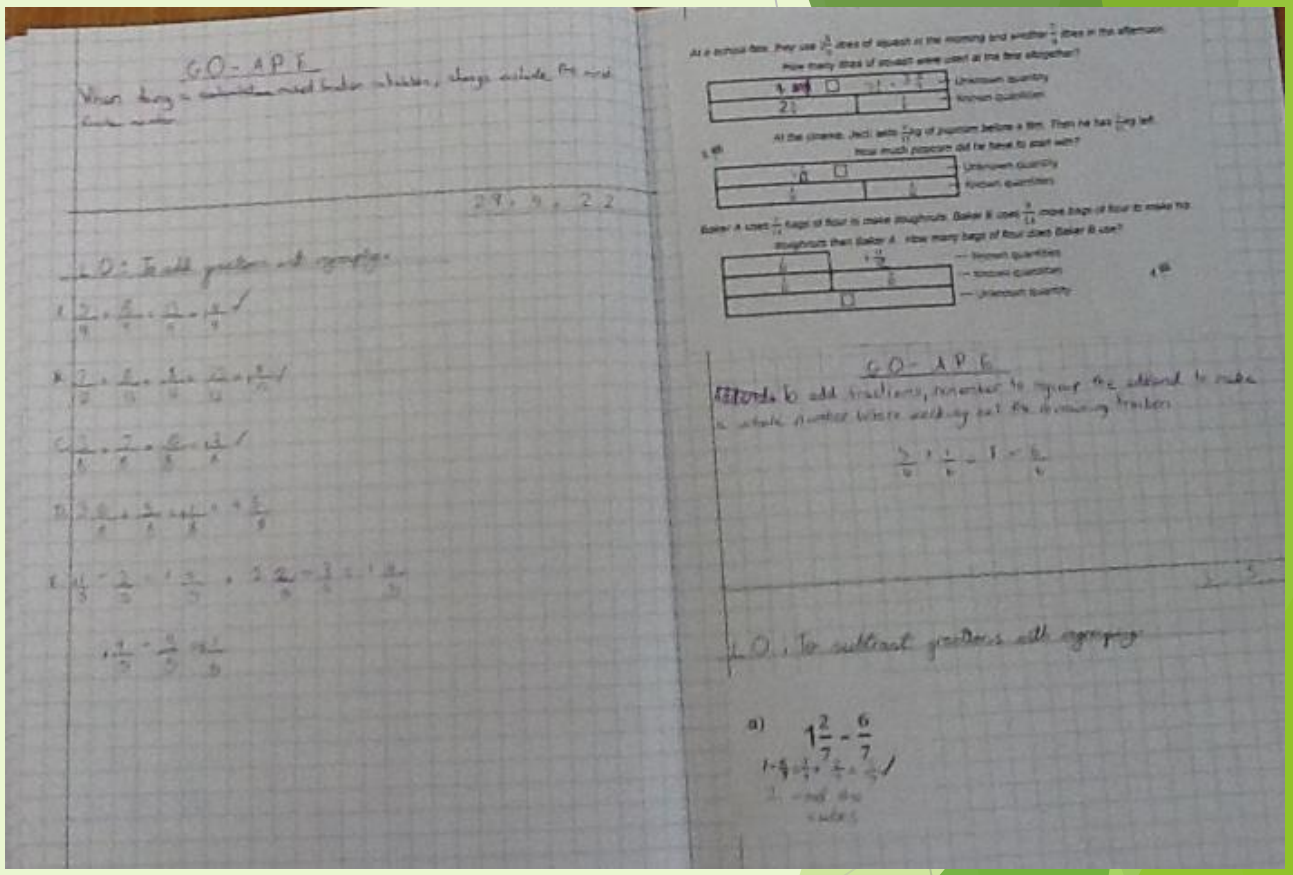
an equal/greater/smaller number of hundreds and

an equal/greater/smaller number of ones.

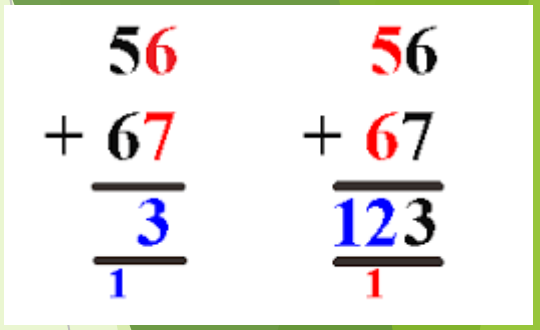
KS2 Purple Pen and Go APE

- Marking our work
- Go APE (Answer, Prove, Explain)

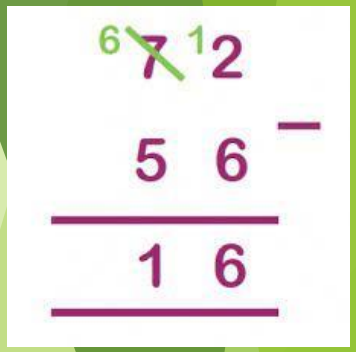


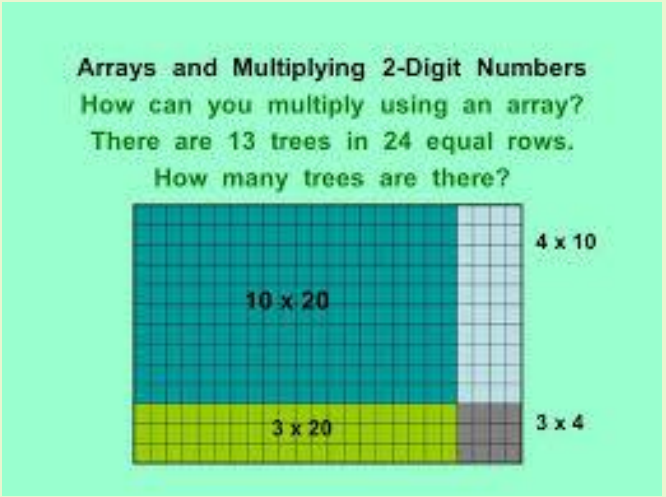


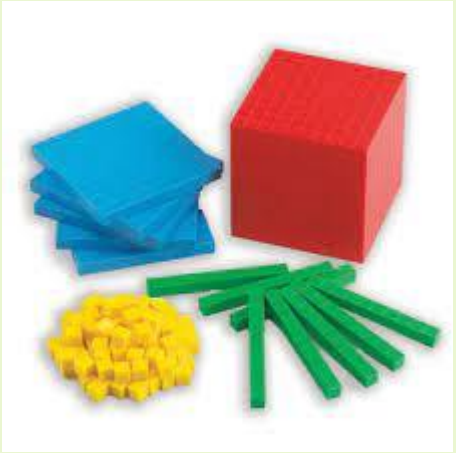
Key Stage 2



- More formal methods of recording, such as column method for addition and subtraction, multiplication and division.
- Place value – Millions, hundred thousands, ten thousands, thousands, hundreds, tens and ones.
- Develop fluent recall of all times tables by or during Year 4.
- Fractions, decimals and percentages – including calculations.
- Multiplication and division of 2 digit numbers.



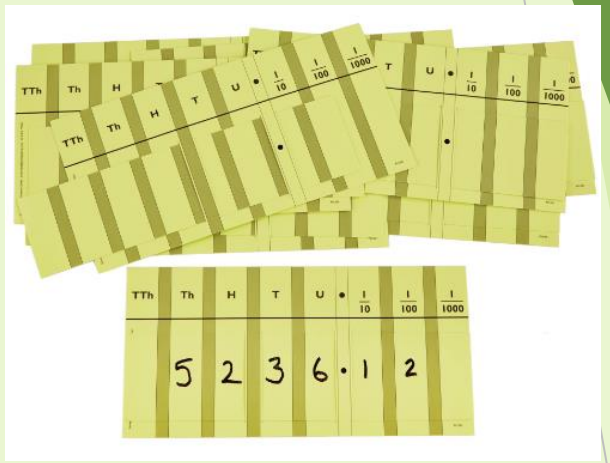




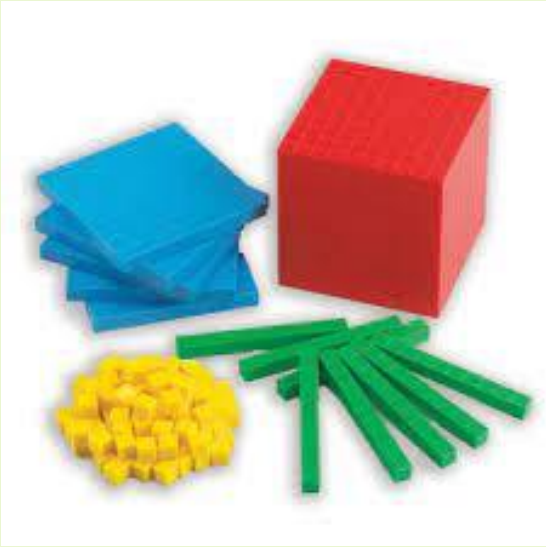
Place Value

- Year 3 – hundreds, begin decimals
- Year 4 – thousands
- Year 5 – ten thousands and hundred thousands
- Year 6 – hundred thousands and millions

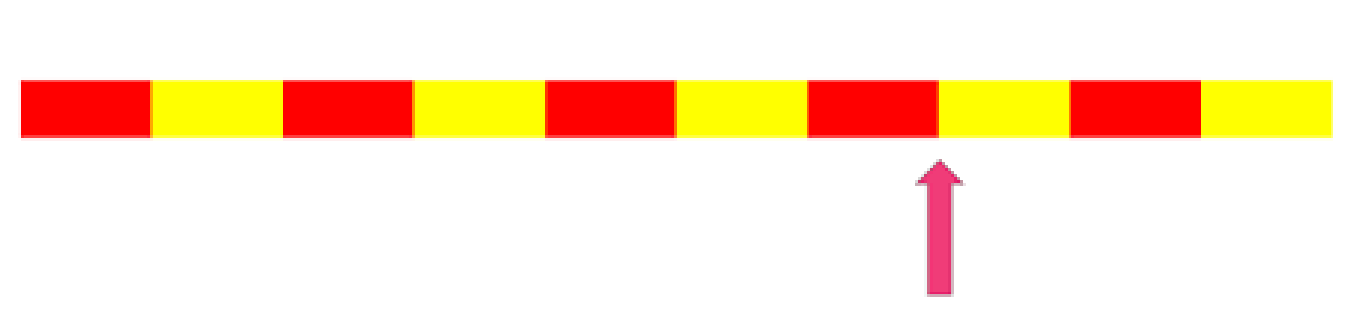
Place value sliders



Base Ten



Counting stick



Addition and Subtraction

- Mental strategies
  e.g. Think 10, Think 100, regrouping, rebalancing
- Formal written strategies
- Which is most appropriate?

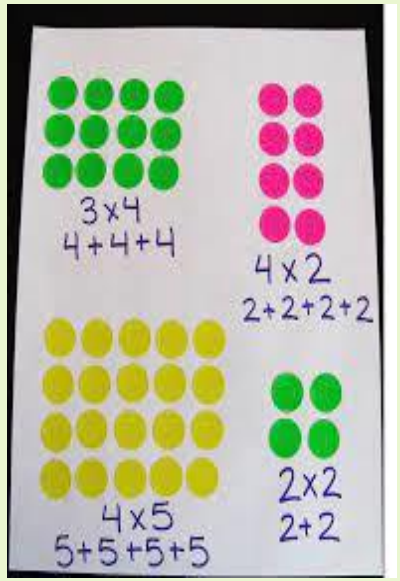
Think 10	Rebalancing for addition
e.g. 68 + 8 = 70+6	e.g. 48 + 27 = 50 + 25
Think 100 e.g. 430 + 75 = 500 + 5	Rebalancing for subtraction (equal difference) e.g. 69 – 15 = 70 - 16

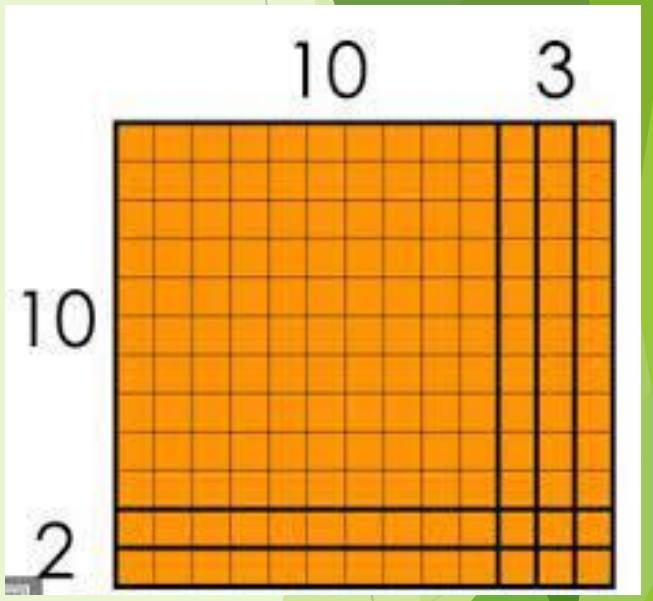
Multiplication and Division

- At the end of Year 4 children should have quick mental recall of **all** times tables up to 12x

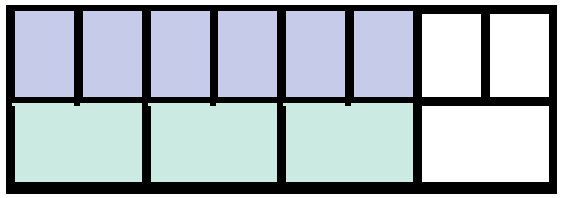
- Throughout KS2 they will develop strategies for multiplying 2 digit numbers

- They will also learn to do long multiplication and long division.



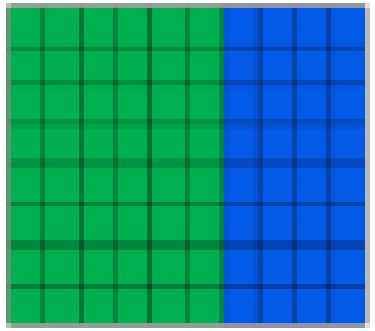


Fractions, percentages and decimals



$$\frac{6}{8} = \frac{3}{4}$$

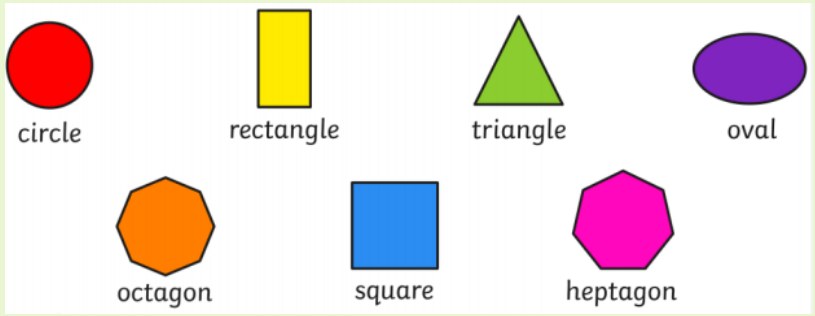
Percent	Decimal
006.%	0.06
078.%	0.78
135.%	1.35
012.5%	0.125

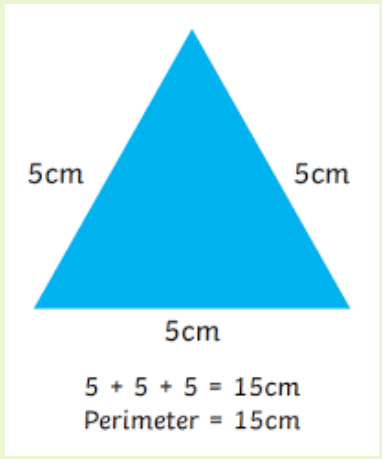


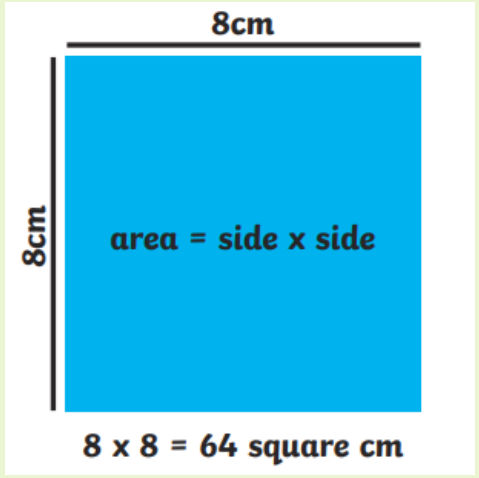
$$\frac{60}{100} = \frac{6}{10} = \frac{3}{5} = 0.6$$

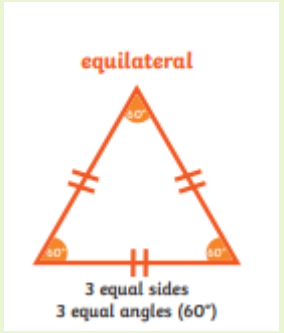
Shape

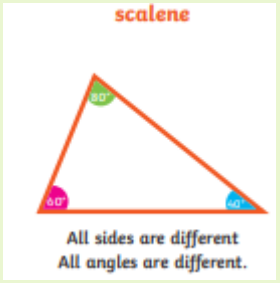
- Names and properties of 2D and 3D shapes.
- Perimeter
- Area
- Angles

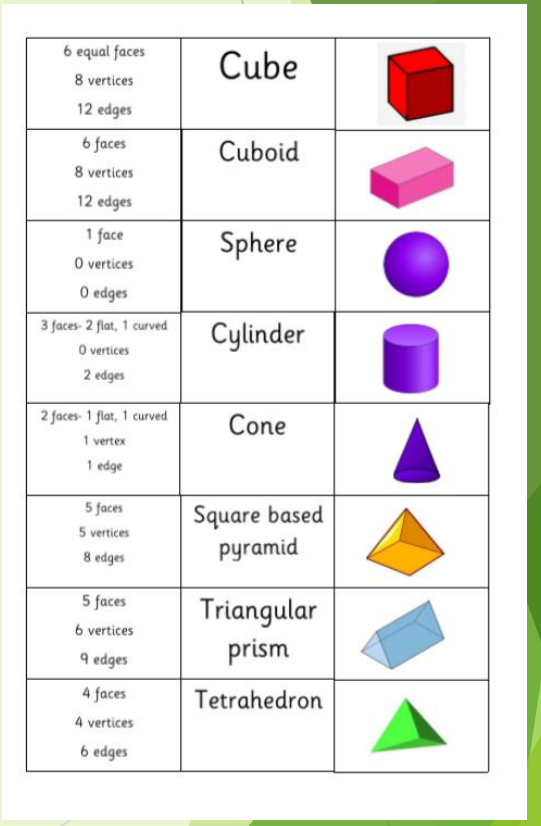








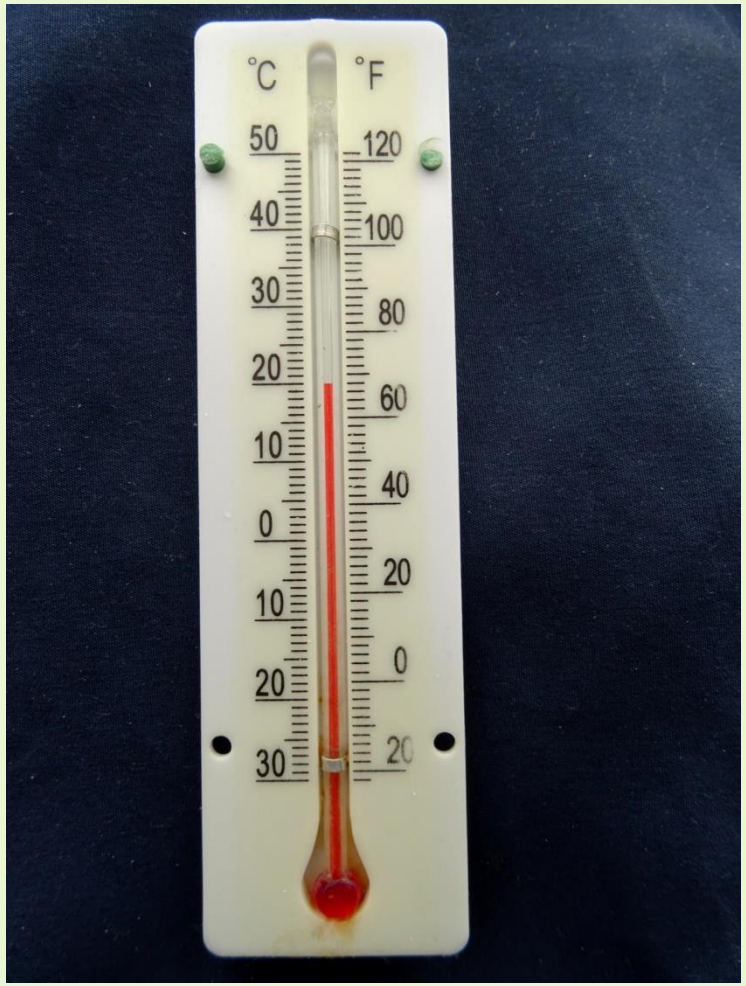




6 equal faces 8 vertices 12 edges	Cube	
6 faces 8 vertices 12 edges	Cuboid	
1 face 0 vertices 0 edges	Sphere	
3 faces- 2 flat, 1 curved 0 vertices 2 edges	Cylinder	
2 faces- 1 flat, 1 curved 1 vertex 1 edge	Cone	
5 faces 5 vertices 8 edges	Square based pyramid	
5 faces 6 vertices 9 edges	Triangular prism	
4 faces 4 vertices 6 edges	Tetrahedron	

Measures

temperature

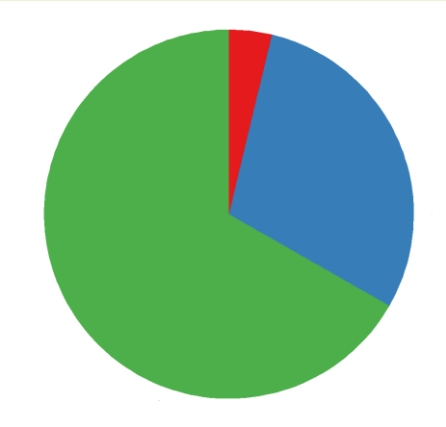


capacity

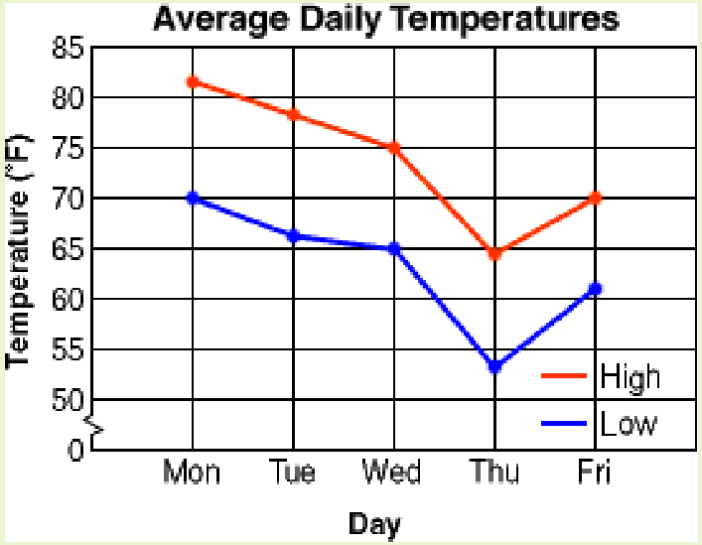
time

weighing

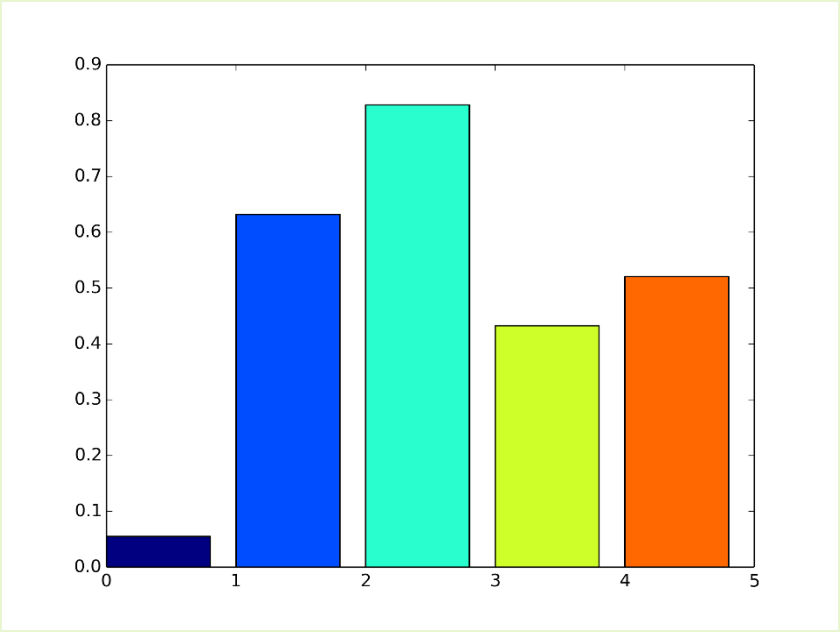
Data handling



Pie charts



Line graphs



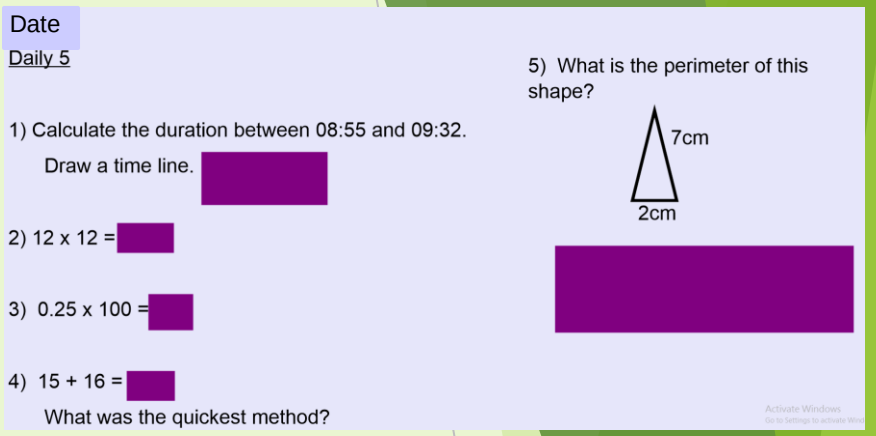
Bar charts

NORWICH	Dep	0500	0520	0530	0600	0630	0655	0710	0755	0805	0835	0905
Diss	Dep	0518		0547	0618	0647	0713	0728	.....	0823	0852	0922
Stowmarket	Dep	0531	.....	0558	0630	0658	0725	0740	.....	0835	0903	0933
IPSWICH	Arr	0541	0553	0610	0641	0709	0736	0751	0828	0846	0913	0944
	Dep	0543	0553	0612	0642	0710	0737	0752	0830	0847	0915	0945
Manningtree	Dep	0553	.....	0620	0652	0721	.....	0802	.....	.....	0925	.....
COLCHESTER	Dep	0604	0610	0632	0704	0732	.....	0812	.....	0906	0935	1003
Chelmsford	Dep	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1020
LIVERPOOL STREET	Arr	0653	070	0721	0756	0826	0848	0903	0933	0955	1025	1054

timetables

Maths Fluency

- Daily 5
- Revisit previous maths learning.
- Develop quick recall of number facts.
- Times tables.

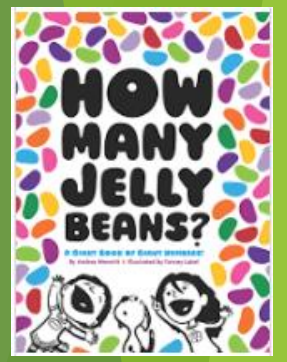


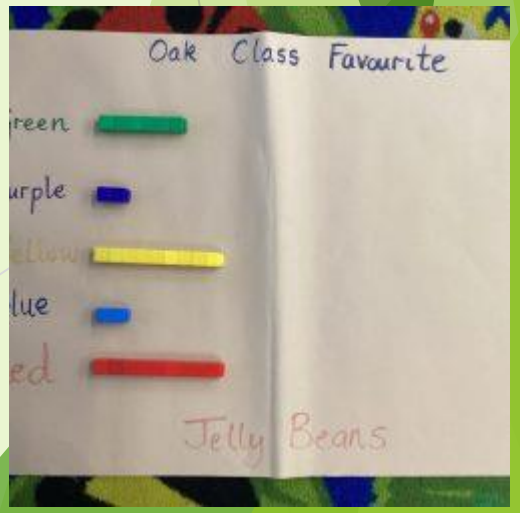
Home Learning

- Maths choices on Home Learning Grid
- Weekly homework – My Maths (completing tasks set by teachers)
- Times Tables Rock Stars and Numbots

Making Maths Fun!

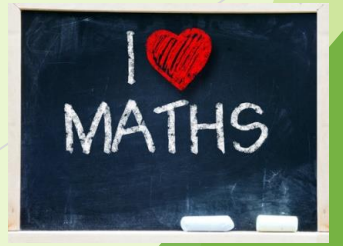
- NSPCC Number Day
  - Friday 7th February 2025
- Children dressed up in Maths themed clothes
- Real life Maths activities
- Art activities with maths theme
- Maths stories
- Outdoor learning.





Further ways to support your child at home.

- Cooking – uses variety of Maths skills in real life contexts, such as weighing, reading a scale and time.
- Playing board games – dice reinforce subitising skills, moving counters for 1:1 correspondence, snakes and ladders develops number recognition, quick recall addition and subtraction facts.
- Card games and dominoes.
- Looking at clocks at home – analogue and digital.
- Timetables
- Money – playing shopping games and giving children opportunities to use money in real life situations.
- BBC Bitesize and Herts for Learning games (YouTube).
- Be positive about Maths.



Thank you for listening.

We are happy to answer any questions you may have.