

MATHEMATICS WORKSHOP

Poulton Lancelyn Primary School



- Maths calculation policy- school website
- Long term plans for each year group
- 2 maths lessons per day:
 - Written calculations- 15 min arithmetic consolidation
 - Main lesson- 1 hour
- Focus on number to develop number fluency
- Variation of representations
- Reasoning- mathematical vocabulary
- Problem solving- application
- Intervention support and use of Ready to Progress documents































- Extra emphasis on mental mathematics.
- -Counting on
- -Partitioning
- -Number bonds within 10/20
- -doubles/ halves
- -1 more/ 1 less and 10 more/ 10 less

 Times tables test for Year 4 pupils. Expected to know up to 12 x 12.



HOME HELP

- Technology (mathletics, app: White Rose Maths-1 minute maths)
- Homework- problem solving, reasoning
- Telling the time- analogue clocks
- Shopping- recognising and using money
- Times tables
- Doubling/halving
- Fractions with food (link to division)

Importance of Reading

- Real life problems involve being able to read
- Encourage reading and understanding of problems- vocabulary links, comprehension, phonics







32+45= = 36+28

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- a two-digit number and 1s
- a two-digit number and 10s
- 2 two-digit numbers



Annie has 12 marbles.

Ron has 13 marbles more than Annie.

How many marbles do they have altogether?







- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- a two-digit number and 1s
- a two-digit number and 10s
- 2 two-digit numbers



Annie has 33 stickers.

Dexter has 54 stickers.

How many more stickers does Dexter have?

What method did you use to solve the problem?





Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times) , division (\div) and equals (=) signs

Year 2: Focus on the two, three, five and ten times tables

Sita puts **10** balls in each bag.



How many balls are in the bags **altogether**?







18 ÷ 2= 12 ÷ 3= 20 ÷ 5= 40 ÷ 10=

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

Year 2: Focus on the two, three, five and ten times tables



Alex has 20 sweets and shares them between 5 friends.

Tommy has 20 sweets and shares them between 10 friends.

Whose friends will receive the most sweets?

How do you know?







$\frac{1}{2} \text{ of } 8 =$ $\frac{1}{2} \text{ of } 12 =$ $\frac{1}{4} \text{ of } 20 =$ $\frac{3}{4} \text{ of } 16 =$

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$



Who has more? Explain why.





MISSING NUMBER ADDITION AND



Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

$$16 + 24 = 24$$

24-16=8
- 23 = 37
37+23=60

Fill in the missing numbers to make each pair of cards **total 17**

One pair is done for you.

