

## 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


| 1 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| $\frac{1}{2}$ |  |  | $\frac{1}{2}$ |  |
| $\frac{1}{4}$ |  | $\frac{1}{4}$ | $\frac{1}{4}$ |  |

## Teaching for Mastery



- 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 $12 \times 12$.
- Technology (mathletics, app: White Rose Maths1 minute maths)
$\odot$ 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


## CALCULATION AMETHODS



## $5+71=$ <br> $$
=\overline{27+8}
$$

## $32+45=$

$$
=36+28
$$

- 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?

## CALCULATION AMETHODS



48-7=

$$
=32-8
$$

64-23=
=81-49

- 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?

## CALCULATION METHODS MULTIIPLICATION



## $6 \times 10=$

$3 \times 4=$

## $7 \times 5=$

$2 \times 8=$

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 $\mathbf{1 0}$ balls in each bag.


How many balls are in the bags altogether?


# $18 \div 2=$ <br> $12 \div 3=$ <br> $20 \div 5=$ <br> $40 \div 10=$ 

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?

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



Rosie


# MISSING NUMBER ADDITIION AND 

## SUBTRACTION

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

$$
\begin{gathered}
16+\square=24 \\
24-16=8 \\
\square-23=37 \\
37+23=60
\end{gathered}
$$

Fill in the missing numbers to make each pair of cards total 17
One pair is done for you.


