Maths at Howley Grange

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The aim of today is:

* Share what Maths looks like here at Howley Grange.

* Share with you all how within your child's year group, we teach the 4 calculations (+ - x ÷) here at Howley.

* Show the progression of skills from year to year regarding the 4 calculations.

* Share how you can support your child/ children at home in an area we know both children and adults can lack confidence.

* Show you ONE of the 4 calculations being taught/modelled within a class demonstration by your child's teacher.

Maths at Howley Grange

In a recent audit by the local authority it was observed that...

"There was a real 'Mathematical buzz' around the school on the day of the visit".

"Both the visitors and I were impressed by the level of engagement, enthusiasm and fun that was observed in the classrooms".

"There is a high level of consistency between year groups".

"The Maths Council spoke very positively about maths in the school".

"Children were very happy with their mathematical experience and when asked how they might want to improve their experience they could only mention working more flexibly in terms of in different sized groups and with different children".

Maths at Howley Grange

To continue ensuring Maths is being taught in a fun and engaging way (especially within a part of Maths that children find tricky) we have also recently introduced Maths Rockx.

Maths Rockx is a fun, current and engaging way to teach children their times tables in school or at home with the purchased app.
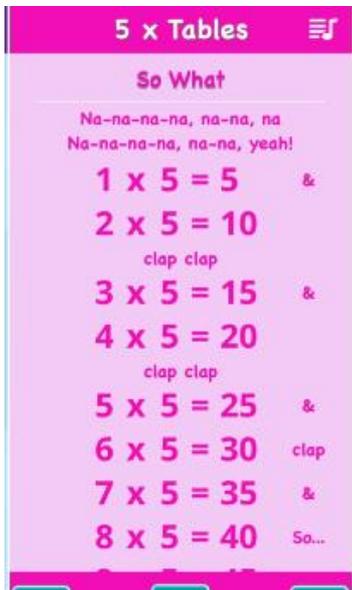
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-We have also taken part in the Dudley Maths Championship with Year 3/4 coming 4th and Year 5/6 coming 2nd meaning we are through to the finals in June.

- We have a new Maths Council with 4 children from each year group representing their peers.

- We have introduced 'Mathematician of the Month' in which a child from each class gets chosen once a month based on their Maths work, improvement, effort or attitude. The children receive a certificate and their picture is displayed in our Maths corridor for everybody to celebrate.

- Also, we have a new updated calculation policy, ensuring there is consistency for children, parents and staff. As well as ensuring appropriate progression.

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As you can see, we as a school are doing lots to raise the profile of Maths and more importantly raise the confidence levels of our children in Maths.

Maths at Howley Grange is fun, engaging and overall more successful which should also help to raise the confidence levels we know at times are lacking.

To improve this even further, we would like to ask for your support at home too...

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Therefore how you can help is to support your child when learning the 4 key calculations and practise these at home using the same methods/ steps that they have been taught in school...

Addition
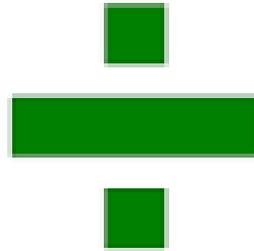
Division

Subtraction
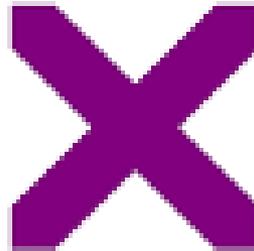
Multiplication

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In Reception …

Pictorial representation:

Step 1: Identify the first number in the sum e.g. 3 and count out this many objects.

Step 2: Identify the second number in the sum e.g. 1 and count out this many objects.

Step 3: Add the sets of objects together to get your answer.

e.g. 3 + 1 = 4
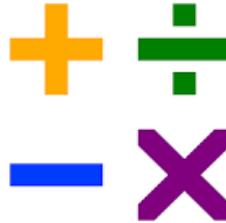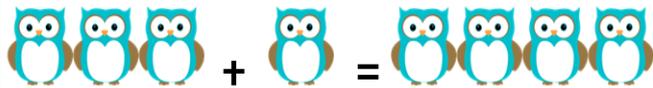
Pictorial representation:

Step 1: Count out a set of objects.

Step 2: Share the objects between 2 people (one for you, one for me).

Step 3: Count how many each person has.

3 for me   3 for you
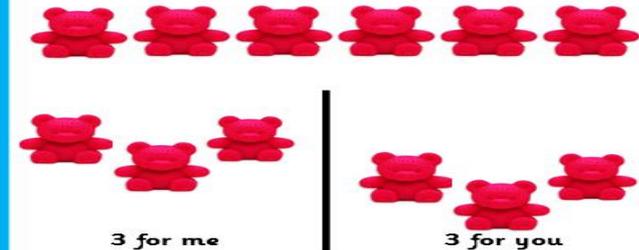
Pictorial representation:

Step 1: Identify the first number in the sum e.g. 5 and count out this many objects.

Step 2: Identify the second number in the sum e.g. 2 and take this many objects away/cross them off.

Step 3: Count how many objects you have left, record this answer.

e.g. 5 – 2 = 3

Pictorial representation:

Step 1: Identify how many in each set e.g. 2.

Step 2: Count in sets of e.g. 2.

Step 3: Check by counting each individual object if needed.

e.g. 3 sets of 2 is 6.

2   4   6

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In Year 1…

Adding a one digit number on a number line:

Step 1: Identify the first number in the sum and find/mark this on your number line.

Step 2: Identify the second number in the sum and make this many jumps forwards, being careful to jump one number at a time.

Step 3: Record the last number you land on as your answer.

e.g. 12 + 6 = 18
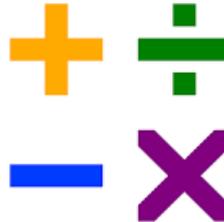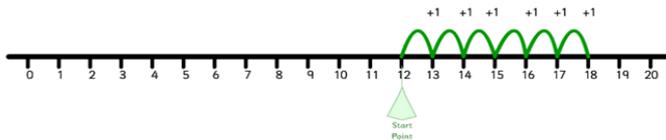
Division by sets:

Step 1: Identify the second number in the sum, draw this many sets.

Step 2: Look at the first number in the sum and share this across the set, putting 1 dot at a time in each circle until you reach the given number.

Step 3: Count how many are in 1 of your sets and record this as your answer.

e.g. 16 ÷ 4 = 4
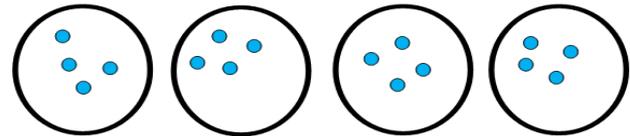
Subtracting a one digit number on a number line:

Step 1: Identify the first number in the sum and find/mark this on your number line.

Step 2: Identify the second number in the sum and make this many jumps backwards, being careful to jump one number at a time.

Step 3: Record the last number you land on as your answer.

e.g. 15 – 8 = 7
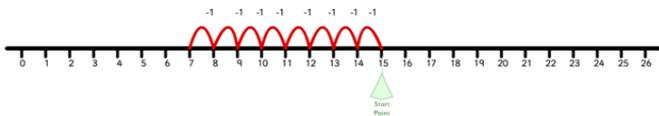
Multiplication by sets:

Step 1: Identify the first number in the sum and draw this many sets.

Step 2: Identify the second number in the sum and draw this many dots in each set.

Step 3: Use your knowledge of counting in sets of e.g. 2's to total the amount.

Step 4: Count each dot individually to check your total is correct or if you are unable to count in sets of.

**e.g. 4 x 2 = 8**
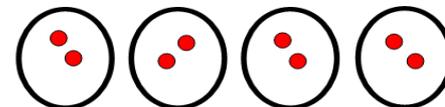
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In Year 2…

Adding a two digit number on a number line:

Step 1: Identify the first number in the sum and find/mark this on your number line.

Step 2: Identify the second number in the sum, using place value knowledge work out how many jumps of 10 you need to make, followed by how many jumps of one you need to make.

Step 3: Record the last number you land on as your answer.

e.g. 25 + 16 = 41
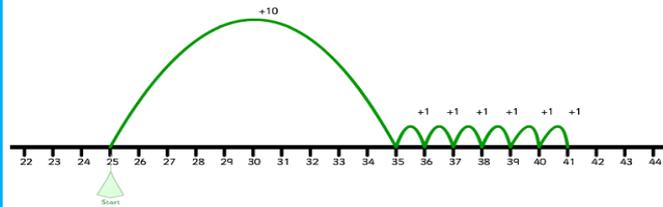
Division by sets:

Step 1: Identify the second number in the sum, draw this many sets.

Step 2: Look at the first number in the sum and share this across the set, putting 1 dot at a time in each circle until you reach the given number.

Step 3: Count how many are in 1 of your sets and record this as your answer.

e.g. 16 ÷ 4 = 4
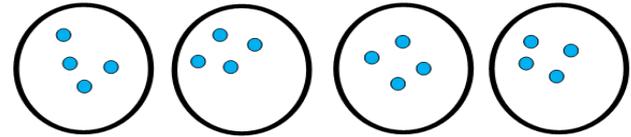
Subtracting a two digit number on a number line:

Step 1: Identify the first number in the sum and find/mark this on your number line.

Step 2: Identify the second number in the sum, using place value knowledge work out how many jumps of 10 you need to make followed by how many jumps of one you need to make, remembering to go backwards.

Step 3: Record the last number you land on as your answer.

e.g. 32 – 18 = 14
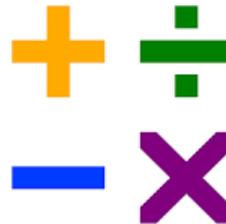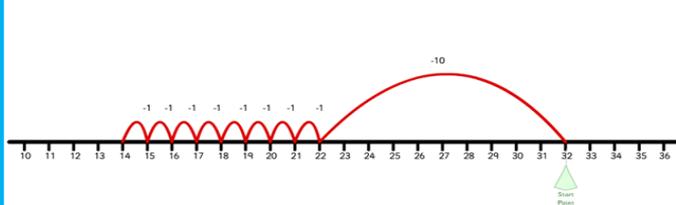
Multiplication by arrays:

Step 1: Identify the first number in the sum and draw this many dots across the top.

Step 2: Identify the second number in the sum and draw this many dots down from the top, remembering to count the one already in place.

Step 3: Fill in the missing dots in the array, being careful to place a dot in each appropriate square.

Step 4: Count in sets of e.g. 2's, 3's 5's or 10's or individually to identify the total. Cross of each dot as you count it, if it helps.

e.g. 6 x 3 = 18
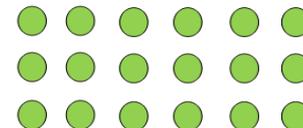
Maths at Howley Grange

All of the information shared by teachers can be found within our Calculation Policy – to find our calculation policy please:

1. Go onto our school website.

2. Click on the 'Parents' link on the left hand side.

3. Click on the 'Helping your child at home' link, found at the bottom of the drop down list.

4. You will see the following sentence:
Our Calculations Policy will help you to support your child with their maths at home. Please click here to see a copy.
Click on the word here!

5. The Policy will open- scroll through to find the methods for your year group.

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Thank you for coming and giving up your time, we hope that this helps you to understand a little more about exactly what methods we use to teach the 4 calculations (+ - x ÷) here at Howley Grange and the steps to follow in order to support your child while ensuring consistency in and out of school.

You are now invited to attend an in class demonstration of one of these 4 calculations being taught and modelled to children by their teacher, this demonstration will be 20 minutes long and will hopefully build upon all that we have just discussed.

Thank you for your ongoing support.