Quick Start Maths meeting

Year 1 and Year 2

January 2023

At Whinmoor St Paul's we believe that Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world.

At Whinmoor St Paul's we follow a 'mastery' approach in teaching mathematics.

What does this mean and why do we use this?

Mastering maths means pupils acquiring a deep, long term, secure and adaptable understanding of the subject.

Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to
*enable pupils to move on to more advanced material.*
'NCTEM'

How we teach maths

- Fluency taught each morning and through delivery of the curriculum.

- Daily maths lessons building knowledge from concrete and pictorial and through to the abstract.

- Problem Solving by applying their mathematics to a variety of routine and non-routine problems which usually represent themselves as 2-step problems .

How we build maths knowledge

- **Concrete:** 'doing' the maths- introducing real objects that can be manipulated to bring the problem to life. Eg: money, counters.

- **Pictorial**: 'seeing the maths'- making connections between the concrete and the pictorial representations and the pictorial and the abstact. Eg: part whole models, bar models, ten frames.

- **Abstract:** the ultimate goal is for children to understand abstract mathematical concepts, signs and notation. When a child demonstrates with concrete models and pictorial representations that they have grasped a concept, we can be confident that they are ready to explore the abstract.

CONCRETE

PICTORIAL

$2 + 1 = 3$

ABSTRACT
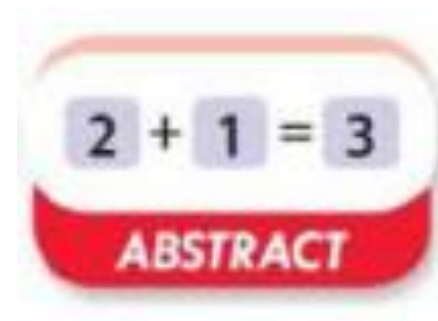
Each lesson is carefully sequenced to build systematically on previous learning and lead to the next step in understanding for future lessons.

WHINMOOR

ST. PAUL'S
C of E Primary School

Year 1 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Place Value within 10					Addition and subtraction within 10.					Shapes	Consolidation			
Spring	Place Value within 20.		Addition and subtraction within 20.			Place Value within 50.		Length and Height				Weight and Volume			
Summer	Multiplication and Division		Fractions		Position and direction	Place Value within 100.				Money	Time				

WHINMOOR

ST. PAUL'S
C of E Primary School

Year 2 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Place Value				Addition and subtraction					Shapes					
Spring	Money		Multiplication and Division					Length and Height		Mass, Capacity and Temperature.					
Summer	Statistics		Fractions			Position and direction	Problem Solving			Time					

Year 1/2 – Place Value

Children learn to represent numbers in different ways. All Year groups start with place value as the understanding of place value is required to understand all element of maths

Match the representations to the correct numeral.

12   7   10

Teddy says,

I can make all the
numbers from
eleven to twenty
using the digits 1 – 9

Do you agree?
Explain your answer.
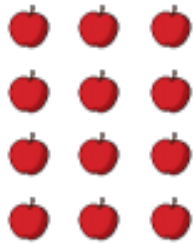
Complete the table.

Numeral	Representation
17	
13	

Year 1/2 Addition and Subtraction

Use ten frames to complete the number story.
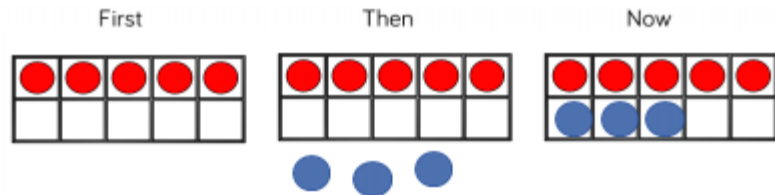
First Then Now

First there were ___ cars in the car park.
Then ___ more cars parked in the car park.
Now there are ___ cars in the car park.

	1	4
+	2	3
	3	7

$$38$$
$$+ 23$$
$$\overline{61}$$
$$1$$

Continue the pattern to find all the number bonds to 12
How do you know you have found them all?

12

$12 = 12 + 0$
$12 = 11 + \underline{}$
$12 = 10 + \underline{}$

	2	5
-	1	3
	1	2
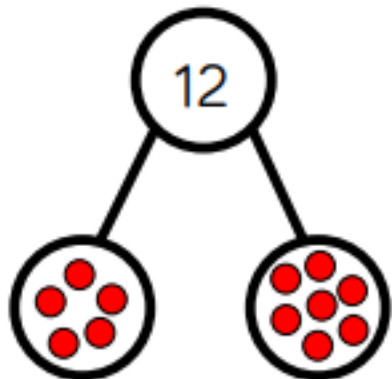
$$^{5}\!\!\not{6}^{1}\!5$$
$$- 28$$
$$\overline{37}$$

Year 1/2 – Multiplication – Making equal groups

How many flowers are there altogether?

There are _____ flowers in each bunch.
There are _____ bunches.
There are _____ flowers altogether.

Complete the sentences

There are ___ groups of ___ pencils.

There are ___ groups of ___ flowers.

Complete the sentences to describe the equal groups.
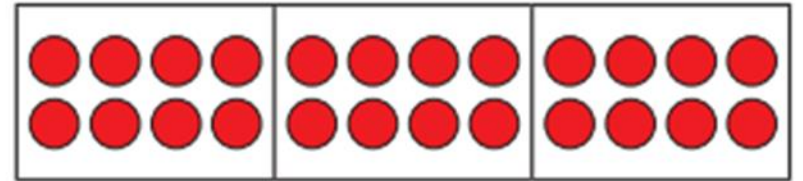
There are _____ equal groups with _____ in each group.

_____ + _____ + _____ = 24

_____ × _____ = 24

Year 1/2– Division – Sharing equally

Share the muffins equally between the two plates.
Complete the sentence.
___ cakes shared equally between 2 is ___
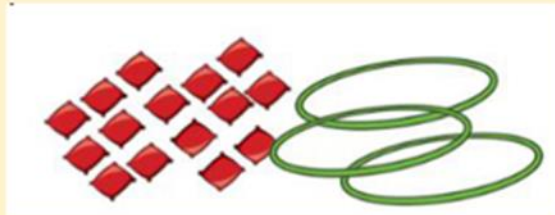
Share 15 beanbags between the 3 hoops.

$$15 \div 3 = \boxed{}$$

KIRFs

Homework is an extension of the curriculum we provide in school.

It allows children to secure key knowledge and develop skills we are teaching in school.

What can I do at home to help my child with maths?

KIRFs: Practise as often as possible, before they go to bed and in the morning on the way to school.

Mathletics: Tasks are set on mathletics that follow the curriculum taught in school and the tasks are a good way to embed learning that has taken place in the classroom.

Money Matters: Help children to recognise the different coins and notes. When you are paying for something ask you child to work out which coins and notes can be used.

One Minute maths: Free to download on any device from White Rose Maths. Encourages your child to recall number facts within all operations of maths.

Help with homework: Have a look at their homework and ask them to look again at questions they might have got wrong. Don't worry that you might be showing them the wrong way. The idea is that they become flexible and see that there are lots of ways to tackle a problem.

Year 2 SATs – held in May and children will complete two maths papers: fluency and problem solving.

Any Questions?