



# 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.*

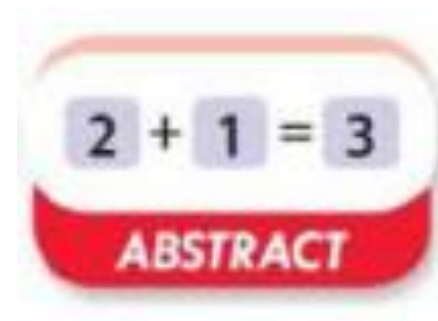
*'NCTEM'*

# 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 abstract. 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.



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






**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						



**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

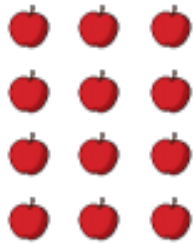
Match the representations to the correct numeral.



12



7



10

Complete the table.

Numeral	Representation
17	
13	

Teddy says,

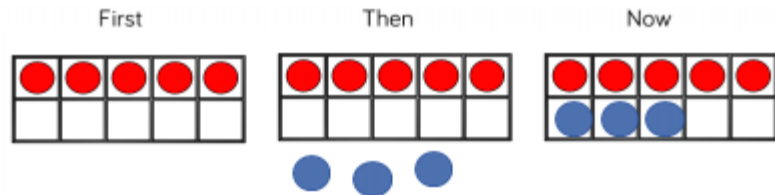


I can make all the numbers from eleven to twenty using the digits 1 - 9

Do you agree?  
Explain your answer.

# Year 1/2 Addition and Subtraction

Use ten frames to complete the number story.



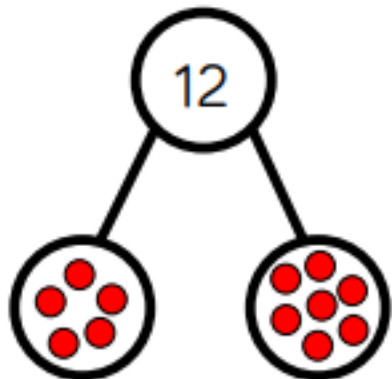
First there were \_\_\_ cars in the car park.  
 Then \_\_\_ more cars parked in the car park.  
 Now there are \_\_\_ cars in the car park.



	1	4
+	2	3
	3	7

$$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \\ \hline 1 \end{array}$$

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



$$\begin{aligned} 12 &= 12 + 0 \\ 12 &= 11 + \underline{\quad} \\ 12 &= 10 + \underline{\quad} \end{aligned}$$

	2	5
-	1	3
	1	2

$$\begin{array}{r} \overset{5}{\cancel{6}}\overset{1}{\cancel{5}} \\ - 28 \\ \hline 37 \end{array}$$



# Year 1/2 – Multiplication – Making equal groups

How many flowers are there altogether?



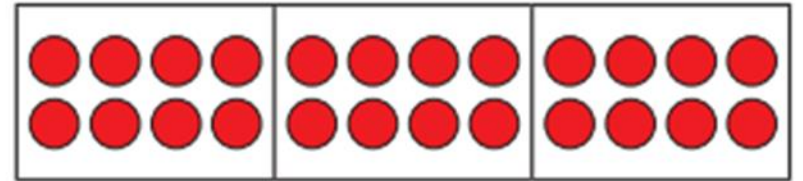
There are \_\_\_\_\_ flowers in each bunch.

There are \_\_\_\_\_ bunches.

There are \_\_\_\_\_ flowers altogether.



Complete the sentences to describe the equal groups.



There are \_\_\_\_\_ equal groups with \_\_\_\_\_ in each group.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 24$$

$$\underline{\quad} \times \underline{\quad} = 24$$

Complete the sentences



There are \_\_\_ groups of \_\_\_ pencils.



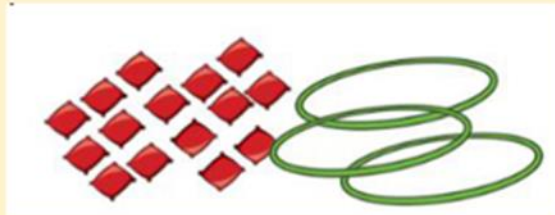
There are \_\_\_ groups of \_\_\_ flowers.

# 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.

$$\boxed{15} \div \boxed{3} = \boxed{\phantom{00}}$$

# 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.



Key Instant Recall Facts

Year 2 – Spring Term 1

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy**:

I know the multiplication and division facts for the 2 times table

Children should be able to instantly recall the 2 times table facts below:

$2 \times 1 = 2$	$2 \div 2 = 1$
$2 \times 2 = 4$	$4 \div 2 = 2$
$2 \times 3 = 6$	$6 \div 2 = 3$
$2 \times 4 = 8$	$8 \div 2 = 4$
$2 \times 5 = 10$	$10 \div 2 = 5$
$2 \times 6 = 12$	$12 \div 2 = 6$
$2 \times 7 = 14$	$14 \div 2 = 7$
$2 \times 8 = 16$	$16 \div 2 = 8$
$2 \times 9 = 18$	$18 \div 2 = 9$
$2 \times 10 = 20$	$20 \div 2 = 10$
$2 \times 11 = 22$	$22 \div 2 = 11$
$2 \times 12 = 24$	$24 \div 2 = 12$

Key vocabulary

What is 2 multiplied by 7?

What is 2 times 9?

What is 12 divided by 2?

### Top tips

The secret to success is practising *little and often*. Use time wisely. Can you practise this KIRF whilst walking to school or during a car journey? You do not need to practise all aspects of the KIRF all at once, perhaps you could have a fact of the day, or a few facts per week to practise? If you would like more ideas, please speak to your child's teacher.

### Practical resources and ideas

- **Use what you already know** – If your child knows that  $2 \times 5 = 10$ , they can use this fact to work out that  $2 \times 6 = 12$ .
- **Test the parent** – Your child can make up their own tricky division questions for you eg What is 18 divided by 2? They need to be able to multiply to create these questions.
- **Note** Children should be able to answer two times table calculations in any order, including missing number questions eg  $8 \times \dots = 16$  or  $\dots \div 2 = 9$ .



Key Instant Recall Facts

Year 1 – Spring Term 1

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **with speed and accuracy**:

I can compare numbers to 10 using  $<$   $>$  and  $=$

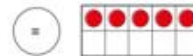
Children should be able to use their knowledge of numbers to 10 to compare them, using different representations (images, groups of objects, numerals, numbers written in words)

$<$  means less than eg  $4 < 7$  4 is less than 7

$>$  means greater than eg  $7 > 4$  7 is greater than 4

$=$  means equal

five



Key vocabulary

greater than  $>$

less than  $<$

equal  $=$

compare

### Top tips

The secret to success is practising *little and often*. Use time wisely. Can you practise this KIRF whilst walking to school or during a car journey? You do not need to practise all aspects of the KIRF all at once, perhaps you could have a fact of the day, or a few facts per week to practise? If you would like more ideas, please speak to your child's teacher.

### Practical resources and ideas

Collect groups of up to ten objects around the home and write a number to ten in words or numerals. Ask your child to create a number sentence using  $<$   $>$  or  $=$  to compare the amounts.

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?**