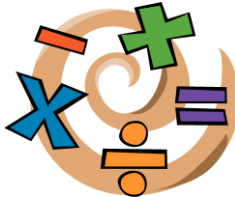




Maths at Fir Tree Junior School Information for Parents Curriculum Evening 2019

Website and Mathematical vocabulary The maths area of the Fir Tree Junior School website (www.firtreejuniors.org) contains information and resources to help parents and guardians to stay up to date with what their child is learning in school. The website contains our calculation policy, useful websites to help mental arithmetic, a link to a mathematical glossary and maths mats which contain useful facts that your child will need to know. If you have any questions about the website content or suggestions for items to include that would help your child's mathematics learning, please let us know!	Aims Maths at Fir Tree aims to teach children how to make sense of the world around them through developing their ability to use number, calculate, reason and solve problems. It helps children to understand relationships and patterns in both number and space in their everyday lives. The Mathematics curriculum should be exciting, provide breadth and balance and be relevant and differentiated to suit the needs of all children in the modern world. It should be well differentiated and aims to motivate all pupils, thus encouraging success at all levels.	The Four Operations Children are introduced to the processes of calculation through practical, oral and mental activities. As they begin to understand the underlying ideas, they develop ways of recording to support their thinking and calculation methods, so that they develop both conceptual understanding and fluency in the fundamentals of mathematics. Whilst interpreting signs and symbols involved with calculation, orally in the first instance, children use models and images to support their mental and written methods of calculation. As children's mental methods are strengthened and refined they begin to work more efficiently, which will support them with using succinct written calculation strategies as they are developed. The ability to calculate mentally forms the basis of all methods of calculation and has to be maintained and refined. A good knowledge of numbers or a 'feel' for numbers is the product of structured practice through progression in relevant practical maths experiences and visual representations. By the end of Year 6, children will be equipped with efficient mental and written calculation methods, which they use with fluency. Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next Step. At whatever Step in their learning, and whatever method is being used, children's strategies must still be underpinned by a secure understanding and knowledge of number facts that can be recalled fluently.
Times Tables Then National Curriculum 2016 states that all children need to know their multiplication tables up to 12×12 by the end of year 4. In school we will teach the tables by looking at strategies and patterns, multiplication test and times tables' games. Children need to be able to recall the answers in random order and give the inverse to questions for example if $4 \times 3 = 12$ then $12 \div 4 = 3$. At the end of year 4 all children will sit a standardised multiplication test (containing 20 questions) in which they will have to answer each question in six seconds.		
Investigations and problem solving We encourage children to have a go! Mathematics is about not being afraid to get the wrong answer, but having the confidence and skills to try different strategies in order to solve problems. As a school we aim to give children as many opportunities as possible to solve problems and apply the skills they have learnt. At home encourage children to measure and weigh, work out the total price of items when shopping, calculate how much change they expect after buying items, spot arrays (egg boxes, patio tiles etc), calculate the area of rooms etc	Plans for the year: • Secure understanding of written methods and mental calculation strategies • Children to apply their maths skills by solving problems and being able to discuss how they are going to tackle investigations • Hold a maths day where children can experience how maths is used across the curriculum • Monitor progress to ensure all children are achieving their targets	How we assess Maths: • Planning: Prior experience of class/age related expectations (how to extend or support) • Teaching (formative): using questioning and other ways to find out children's level of understanding at different points of the lesson to find the gaps, fill them in and show progress • Assessing (summative): end of a unit of work to establish progress and next steps including targets eg using and applying skills • Written and oral feedback shows successes and next steps • Self-assessment and maths talk against S2S



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