



Parent Workshop – Maths at Deneholm

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi (the Human Computer).



<u>Welcome</u>

Punctuality Reminder

Minutes late per day	What this adds up to over		
	a year		
5 minutes	3.5 days		
10 minutes	7 days		
15 minutes	10.5 days		
20 minutes	14 days		
30 minutes	21 days		

Plus any time off for illness











Deneholm's Maths Vision

At Deneholm Primary School we teach a broad mathematics curriculum which enables pupils to develop their understanding of mathematical concepts. Children are encouraged to challenge themselves, be resilient learners and think deeply about mathematical problems. Children learn in a combination of practical and abstract ways to help deepen their understanding of different aspects of mathematics. We support children to learn key mathematical facts which supports their problem solving and reasoning work. Through regular mathematics-based projects, we show children the real life application of their maths work which prepares them for life beyond the classroom and school.



How do we teach maths at Deneholm?

DAILY MATHS LESSONS

- •One hour long
- •We use the Abacus Scheme
- •Fluency, reasoning and challenge every lesson

How do we assess maths at Deneholm?

- Regular teacher assessment (daily lessons)
- Half termly tests (years 1-6)
- Ongoing assessments and observations (EYFS Tapestry)
- Statutory national tests (MTC in Year 4 and SATs in Year 6)

What is arithmetic?

•Arithmetic is the manipulation of numbers

•The four main operations (addition, subtraction, multiplication, division)



a)
$$3 + \boxed{} = 6$$

b) $\boxed{} + 3 = 7$
c) $2 + \boxed{} = 8$
d) $\boxed{} + 2 = 9$



	3	8	6	
+	2	6	5	

a)
$$2 \cdot 3 \times 100 =$$
 b) $35 \cdot 9 \times$ = 359
a) $20 \cdot 1 \div 100 =$ b) $\div 10 = 0.57$

What is reasoning?

Reasoning in maths is the ability to make logical links and connections which help you tackle a new maths problem. The skill of reasoning equips students not only with the ability to say how they will attempt to work out an answer, but why and how they can be sure it will work.

Reasoning in maths is the exciting bridge that allows students to come up with a reasonable strategy to solve a problem, and explain how and why they have worked the way they have.

Reasoning

1 These starfish make a number sequence which goes up in ones.



Is the sequence correct?

How do you know?

Look for **three** numbers with a **total of I5**.

Do not use the same number more than once.



Now write a **different** addition using three of the numbers with **a total of 15**.



Write in the **missing** numbers in this part of a **I–I00 square**.



Reasoning

Bradley thinks of a number. He says, "**When I double my number, the answer is 26.**" What is Bradley's number?

In the wood, coloured flowers grew in a pattern. What colour would the 7th and 10th flowers be? Can you explain why?



Circle true or false for each statement.

There are **366 days** in a **leap year**. True / False

There are 360 days in other years.

True / False

Some months have 32 days.

True / False

February often has 28 days.

True / False

Reasoning

7. Order the following numbers from smallest to largest.

1608, 816, 1086, 681



a) There are 500 pages in a book. Natasha has read 417 pages. How many more pages does she need to read before she has finished the book?

b) Peter has **84 stickers** and Deirdre has **43 stickers**. How many stickers do they have **altogether**?



10. Alex buys a drink and a cake at the school fair.



Alex pays with a £2 coin. How much change will he receive?