

# Maths at The Leys



**Parent information meeting**

**February 2024**

# Vision

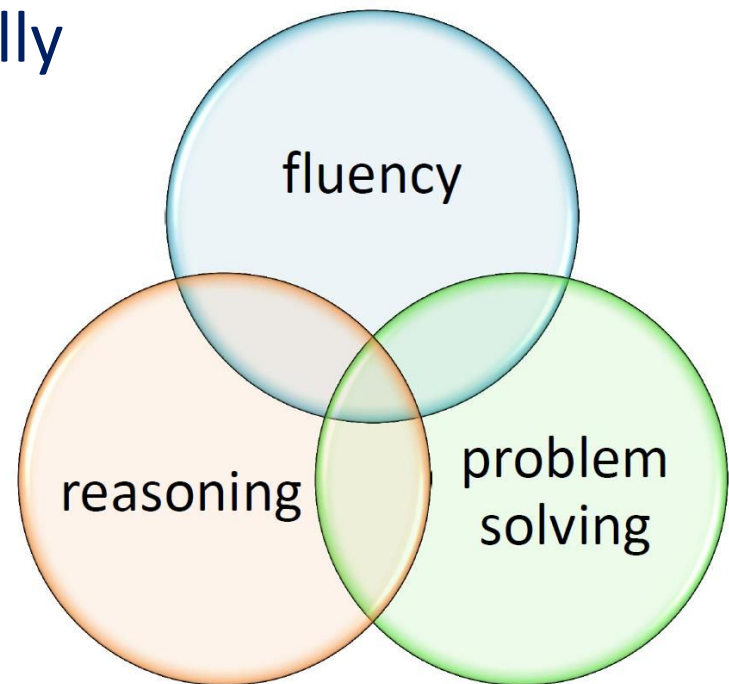
Our goal is for children to leave as confident, skilled and resilient mathematicians, who understand that maths is a fundamental part of everyday life and the world we live in.



# Intent

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become **fluent** in the fundamentals of mathematics
- Are able to **reason** mathematically
- Can **solve problems** by applying their knowledge of mathematics

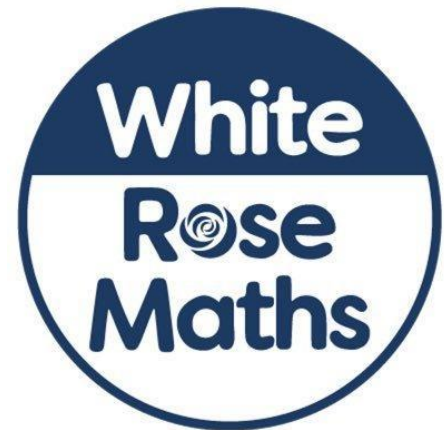


# Implementation

At The Leys, these attributes are embedded within all maths lessons and developed consistently over time. We follow **White Rose Maths** to ensure that children develop sequentially mathematical skills, building a depth of understanding as they progress.



*teaching for mastery approach*



Some of us will be let loose.  
We'll be able to explore deeper into the  
woods, before returning to the group to  
continue on with the journey

We ALL  
start the  
journey  
together

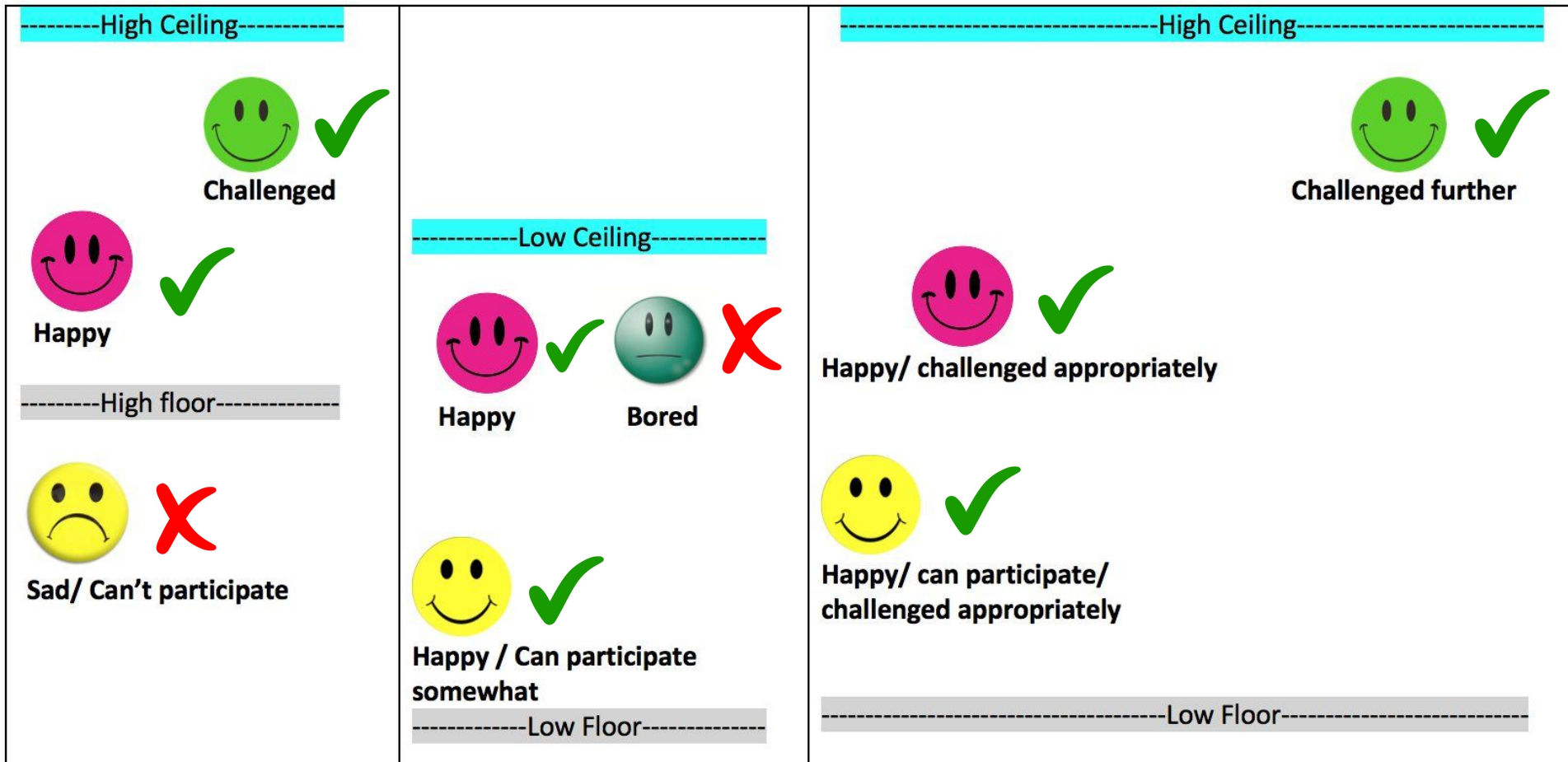


Nobody will  
race off  
ahead on a  
different  
journey

None of us  
will be left  
behind

Some of us  
will need  
additional  
support along  
the way

# Low entry, high ceiling



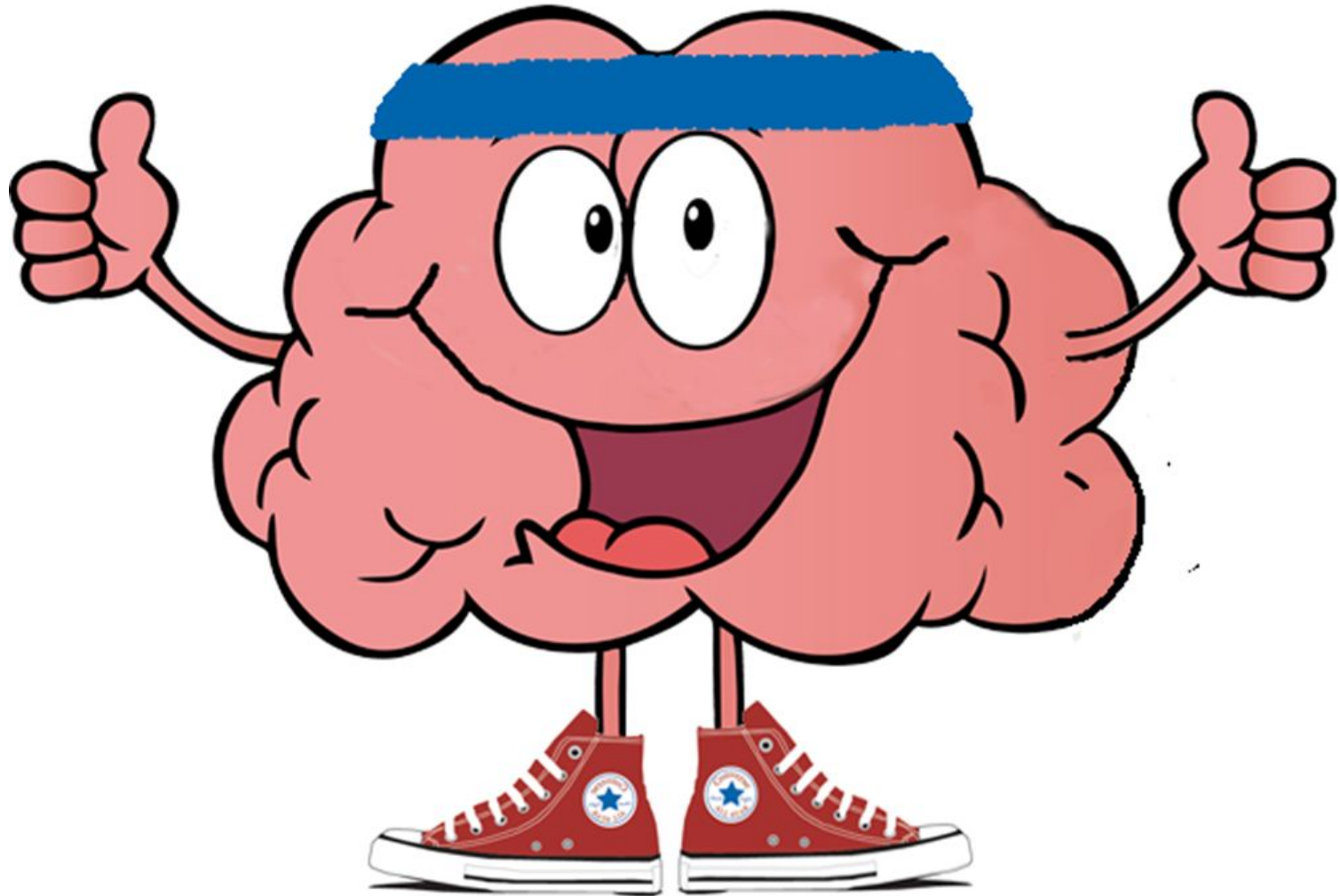
# Maths teaching for mastery

## Key features of the mastery approach:

*I can do maths now because I'm doing the same as everyone else  
(Year 5 pupil)*

- Expectation that everyone can achieve
- Differentiation is provided through different levels of support
- Quick intervention – dealing with misconceptions quickly

# Growth Mindset







**Fixed mindset**

**Nature**

**Growth mindset**

**Nurture**

# Differentiation – support and challenge

**Differentiation:** teaching pupils differently according to their needs, capabilities or even ‘preferred learning style’

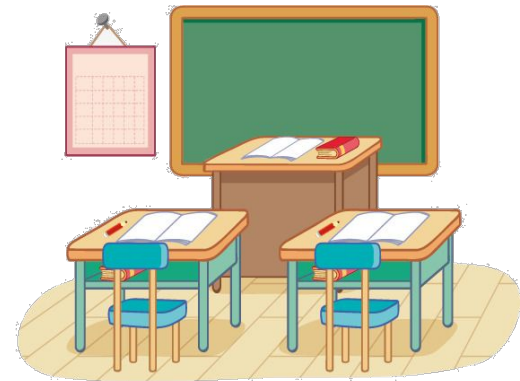
## Supporting learning:

- Deepen understanding with more challenging tasks
- Use of manipulatives and pictorial representations
- Effective deployment of TAs
- Same day interventions



# Classroom environment

- Positive, growth mindset
- Manipulatives – used to support learning
- Teacher support
  - Devote time to different ‘cut away’ groups over course of week
- TA support
  - Targeted children based on previous lesson
  - Support children working independently
- Peer support in mixed ability groups



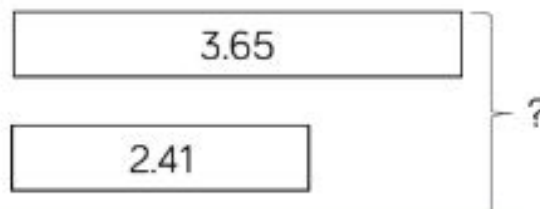
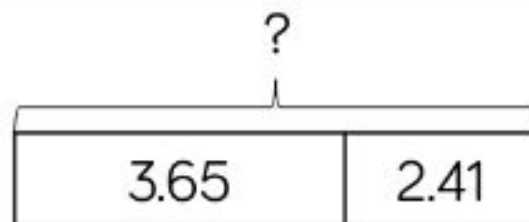
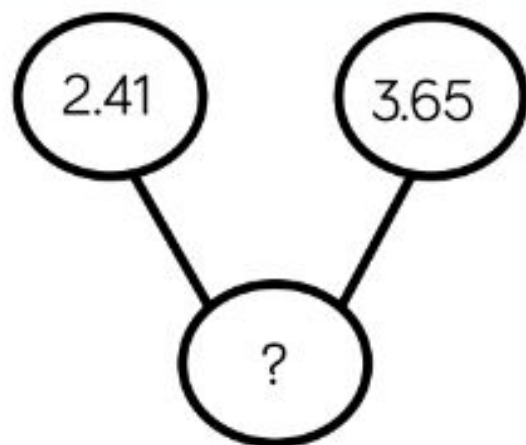


- **Fluent** in the fundamentals of mathematics
- **Reason** mathematically
- **Solve problems** by applying their knowledge



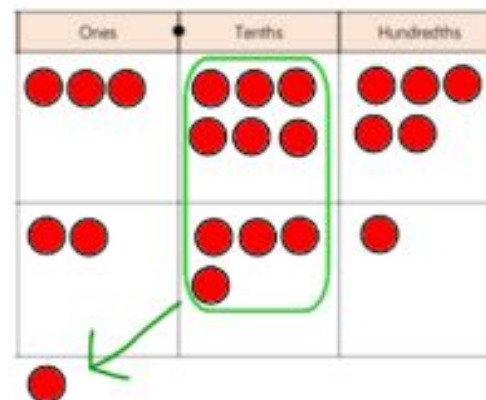
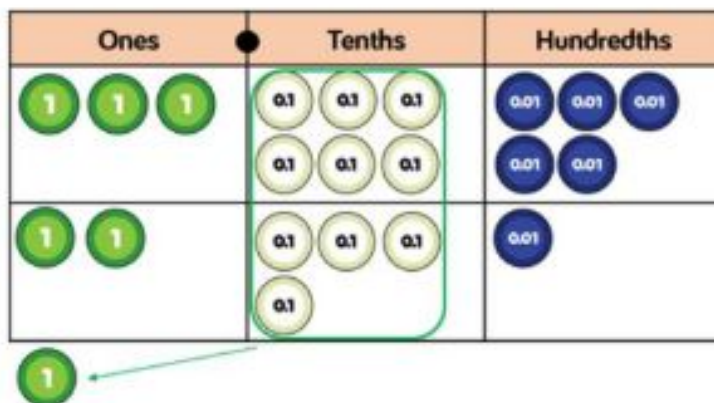
**Addition**

## Skill: Add with up to 3 decimal places



$$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}$$

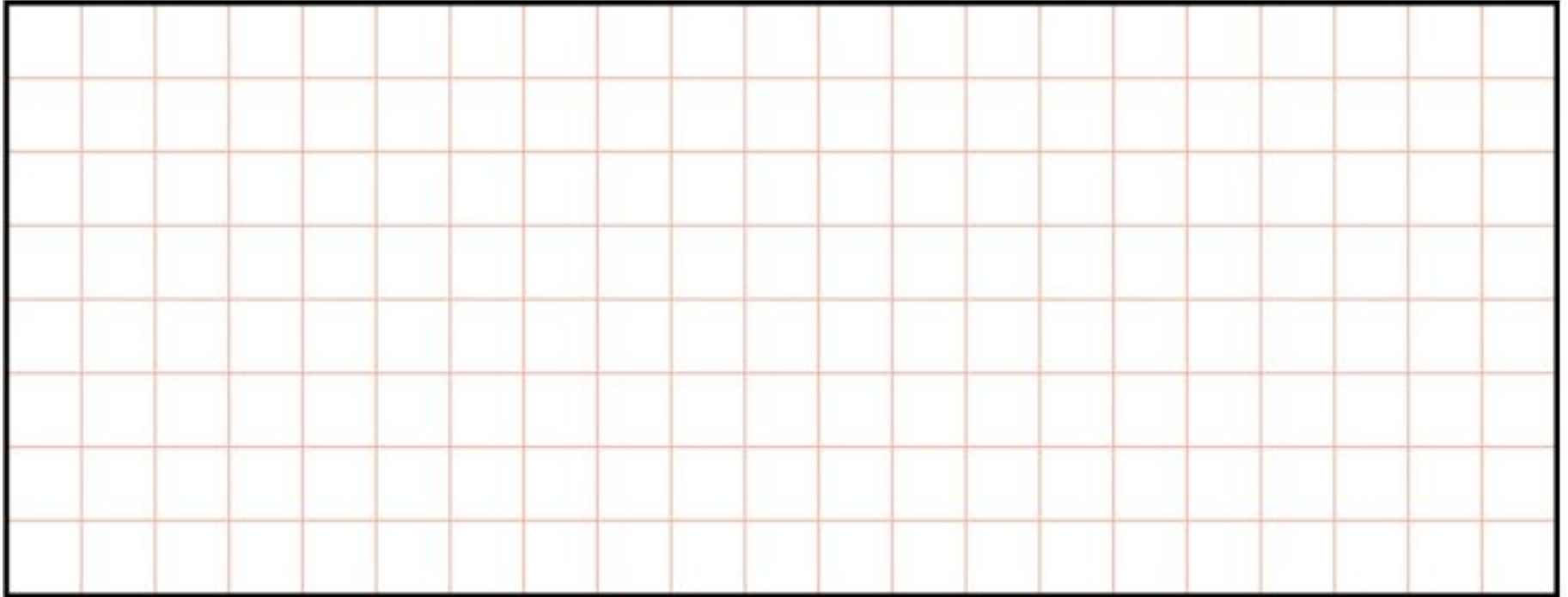
$$3.65 + 2.41 = 6.06$$



$7.8 + 6.953 =$



$$+ 70 = 485$$





At the start of April, a shop had **15,000** games.

The shop sold:

- **7,918** games in April
- **4,624** games in May.

How many games did the shop have left at the end of May?

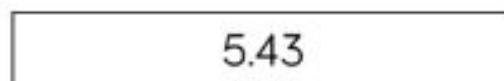
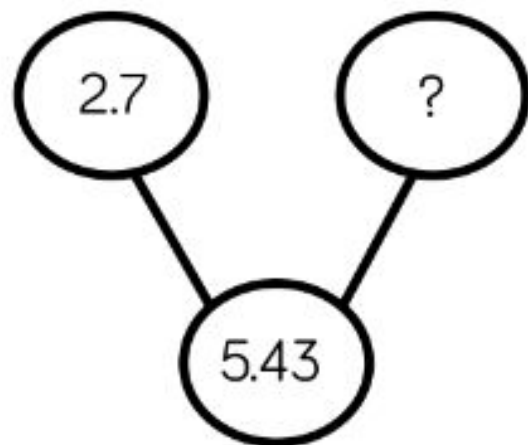
Show  
your  
method

games



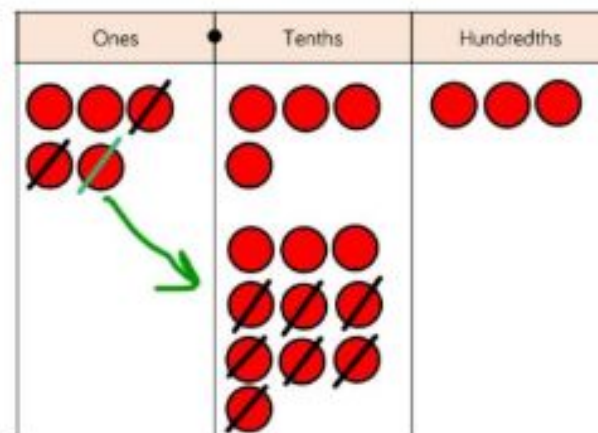
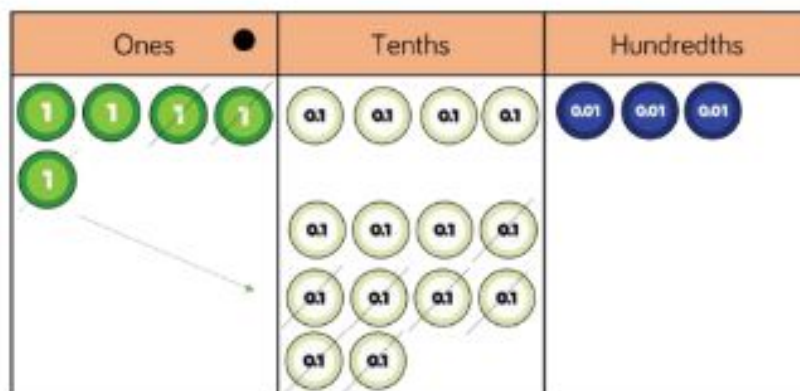
**Subtraction**

## Skill: Subtract with up to 3 decimal places



$$\begin{array}{r} 5.43 \\ - 2.7 \\ \hline 2.73 \end{array}$$

$$5.43 - 2.7 = 2.73$$

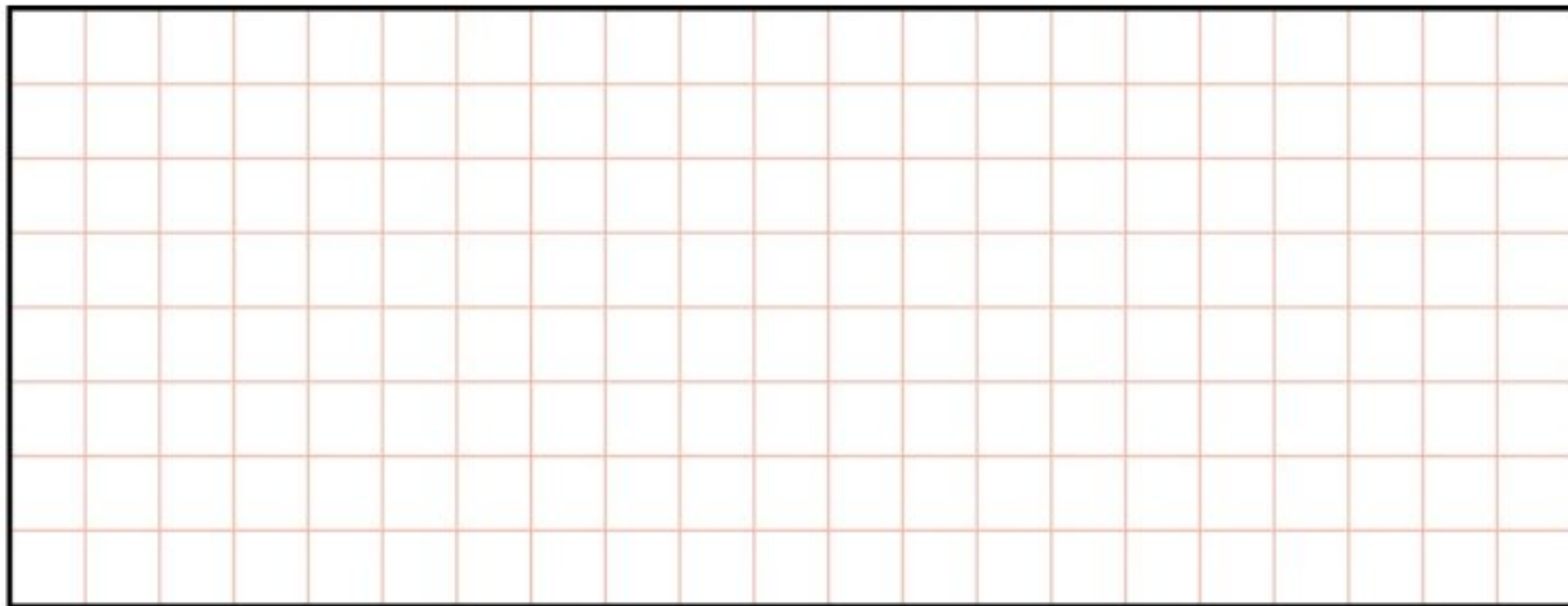




$$= 5,776 - 855$$

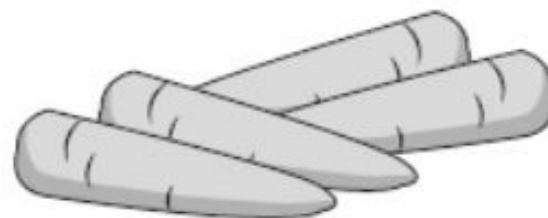


$$29.5 - 16.125 =$$





potatoes  
£1.50 per kg



carrots  
£1.80 per kg

Jack buys  $1\frac{1}{2}$  kg of potatoes and  $\frac{1}{2}$  kg of carrots.

How much **change** does he get from **£5**?

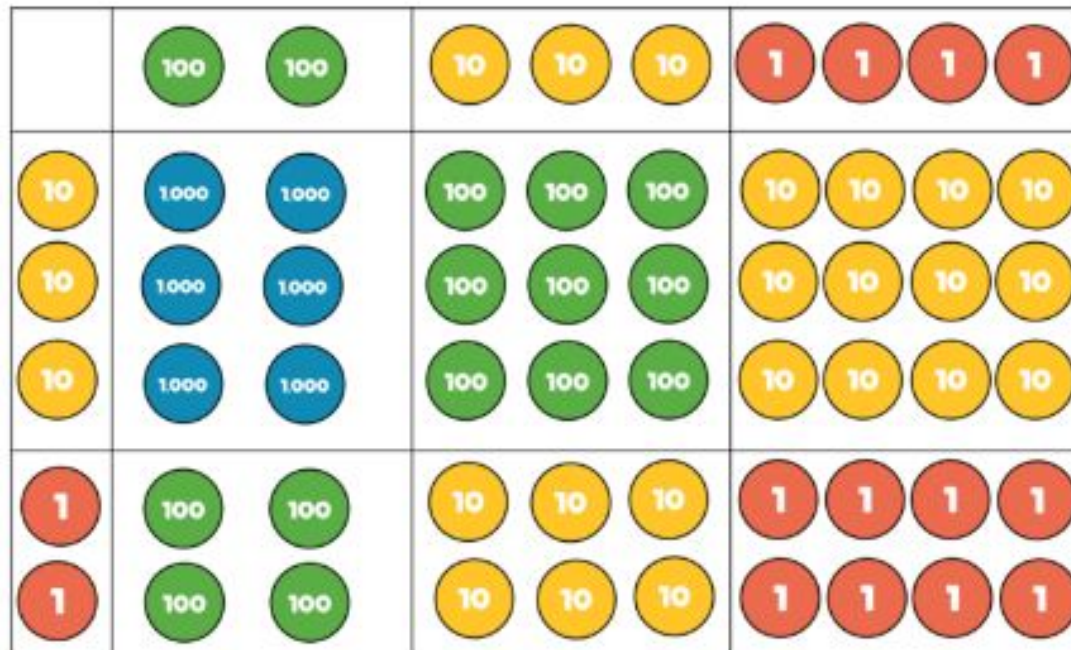
Show  
your  
method

£



**Multiplication**

## Skill: Multiply 3-digit numbers by 2-digit numbers



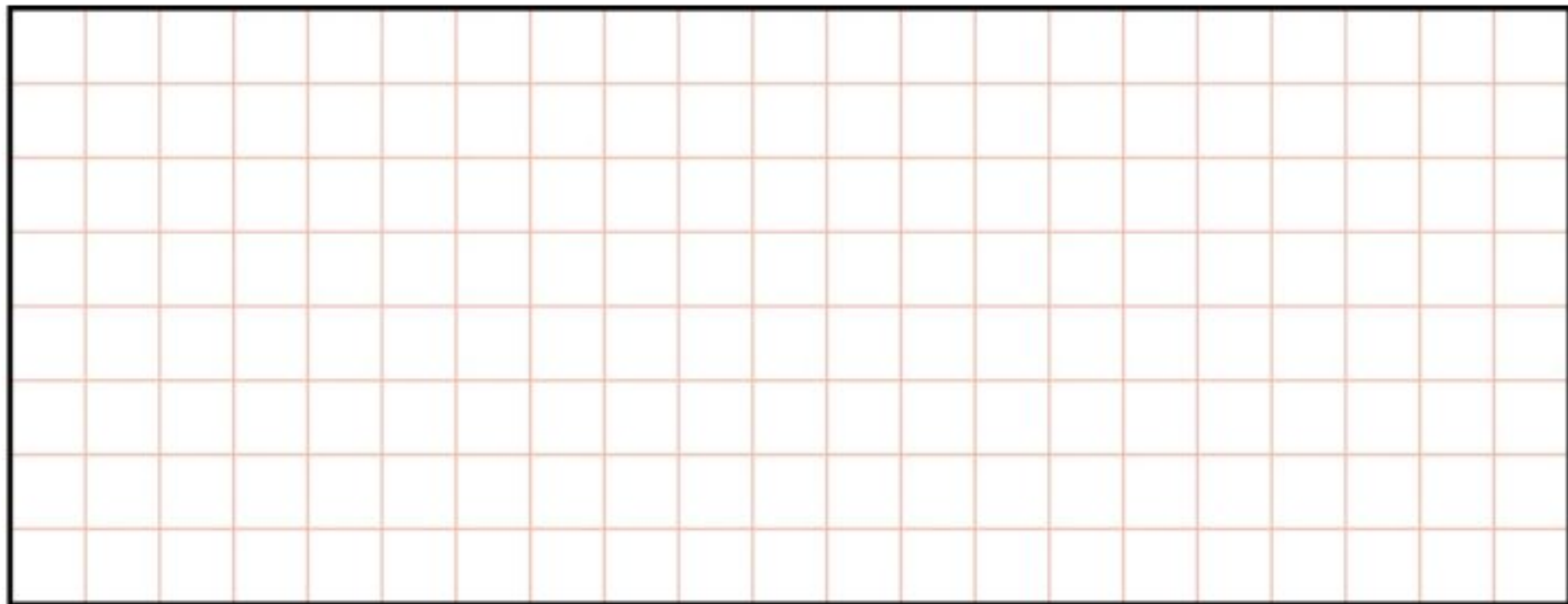
Th	H	T	O
	2	3	4
×		3	2
	4	6	8
1 7	1 0	2	0
7	4	8	8

$$234 \times 32 = 7,488$$

×	200	30	4
30	6,000	900	120
2	400	60	8



$4 \times 702 =$



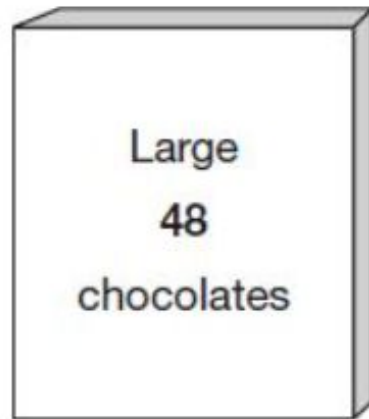
$$\begin{array}{r}
 607 \\
 \times 83 \\
 \hline
 \end{array}$$

Show  
your  
method



Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Show your method

chocolates



**Division**

## Skill: Divide multi-digits by 2-digits (long division)

		0	3	6
1	2	4	3	2
	-	3	6	0
			7	2
	-		7	2
				0

(x30)

(x6)

$12 \times 1 = 12$   
 $12 \times 2 = 24$   
 $12 \times 3 = 36$   
 $12 \times 4 = 48$   
 $12 \times 5 = 60$   
 $12 \times 6 = 72$   
 $12 \times 7 = 84$   
 $12 \times 8 = 96$   
 $12 \times 9 = 108$   
 $12 \times 10 = 120$

$$432 \div 12 = 36$$

$$7,335 \div 15 = 489$$

	0	4	8	9
15	7	3	3	5
-	6	0	0	0
	1	3	3	5
-	1	2	0	0
		1	3	5
-		1	3	5
				0

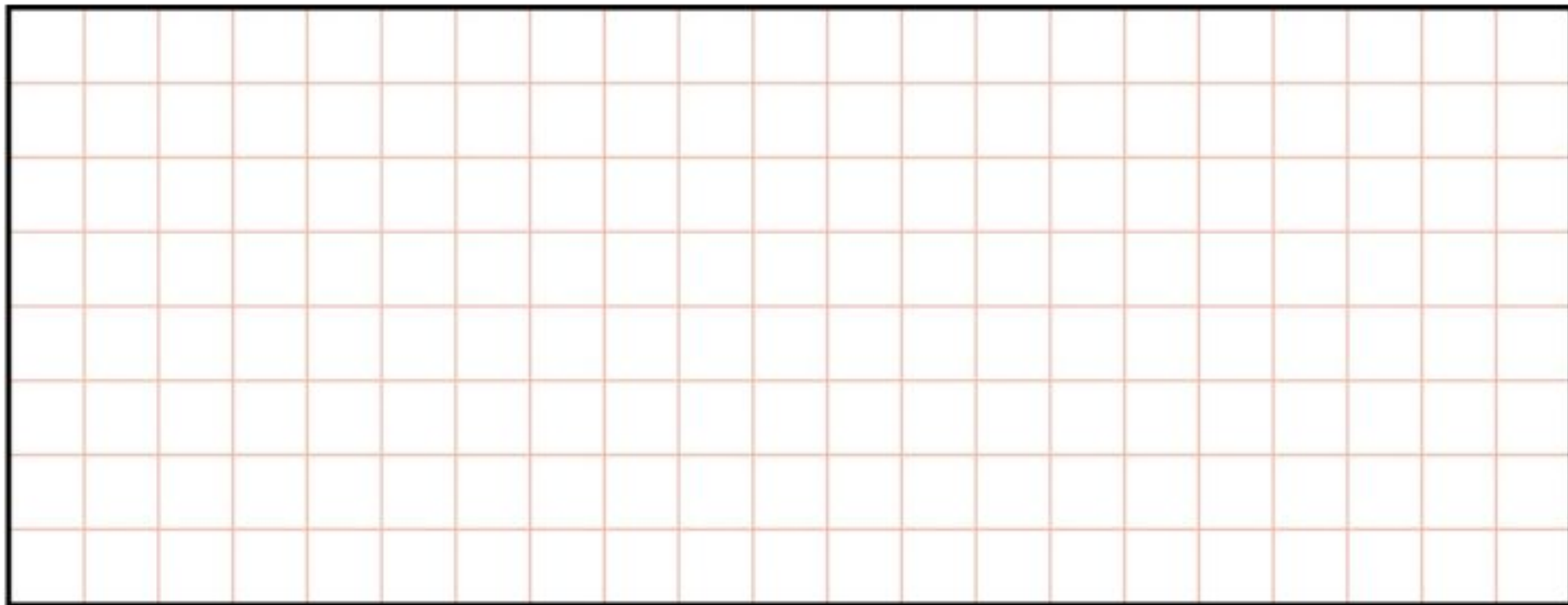
(x400)

(x80)

(x9)

$1 \times 15 = 15$   
 $2 \times 15 = 30$   
 $3 \times 15 = 45$   
 $4 \times 15 = 60$   
 $5 \times 15 = 75$   
 $10 \times 15 = 150$

$747 \div 9 =$



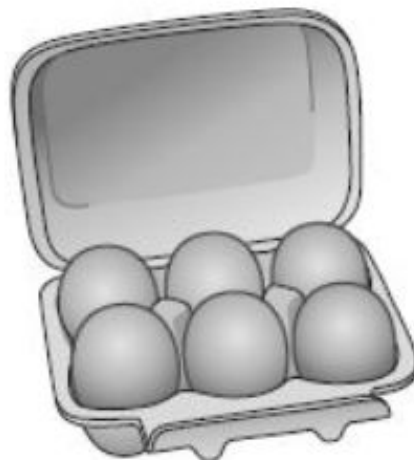
$$26 \overline{) 4472}$$

**Show  
your  
method**

--

A farmer is packing eggs.

Each box holds **six** eggs.



The farmer has 980 eggs to pack.

How many boxes can the farmer **fill** using 980 eggs?

**full boxes**

How many eggs will be left over?

**left over**





Homework  
Help

**Short films** are now available for every maths lesson to help you better understand the approach being taken in school

## DECIMAL AND FRACTION EQUIVALENTS

White  
Rose  
Maths

08:59



## FRACTIONS AS DIVISION

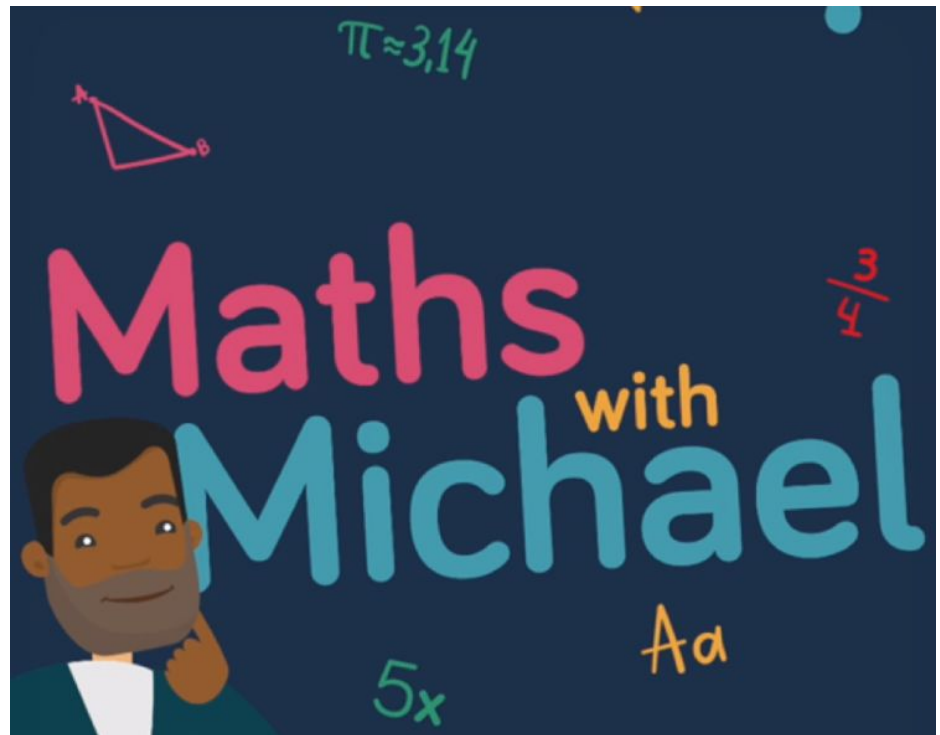
White  
Rose  
Maths

13:33



**‘How to’** guides providing information on how you can help your child better understand the following areas of maths:

- Place value
- Subtraction
- Multiplication
- Division
- Fractions
- Algebra




# Times Tables



## ***Ofsted Research Review for Mathematics (2021)***

*"..... In mathematics, pupils benefit from timed practice of knowledge that should be easily recalled, such as maths facts."*

- **Homework:** The logo for 'Times Tables Rock Stars' is positioned next to the 'Homework' bullet point. It features the words 'TIMES TABLES' in a blue, blocky font with a black outline, and 'ROCK STARS' in a pink, blocky font with a black outline, both set against a black background with a white drop shadow.
- **School:** 5-minute test on a Friday
- **Nationally:** Year 4 test (25 questions)

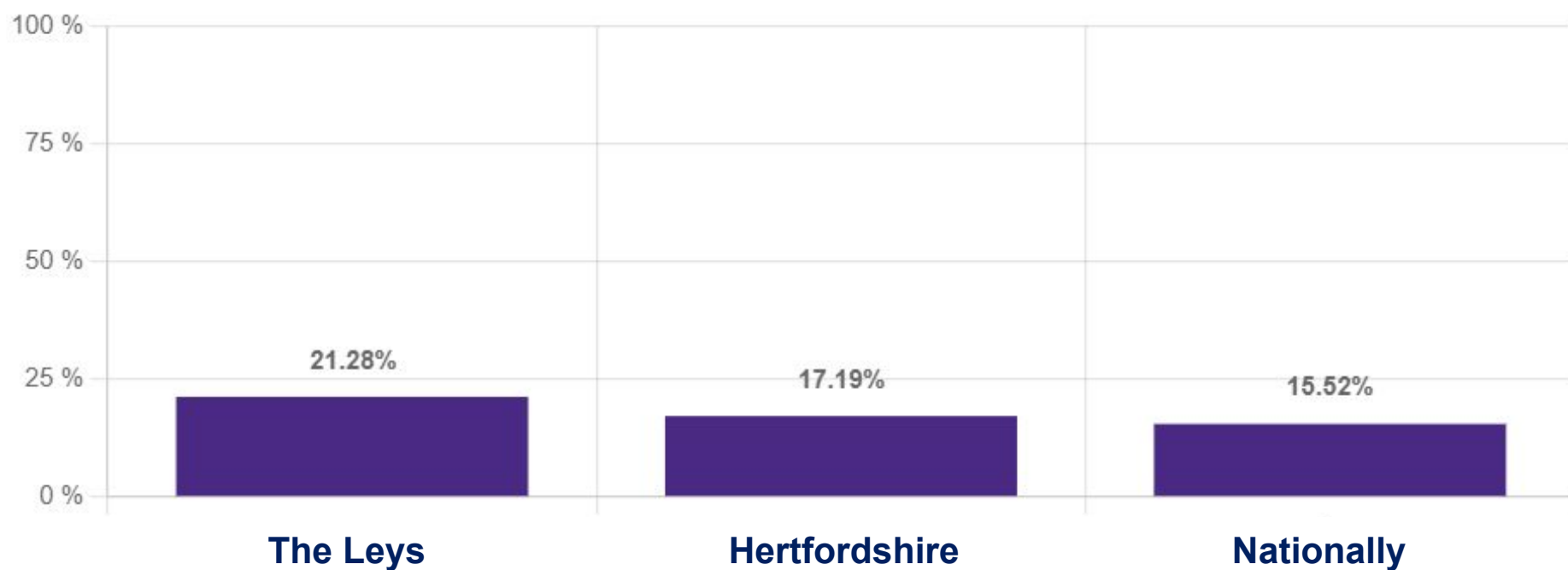
# Average score comparison



**4183** schools took part nationally

**87** schools took part in Hertfordshire

# Percentage of pupils who scored 25/25



**4183** schools took part nationally

**87** schools took part in Hertfordshire

# SATs

**Wed, 15<sup>th</sup> May**

Arithmetic (Paper 1) & Reasoning (Paper 2)

- Arithmetic is a 30-minute test
- 36 questions, 40 marks

**Thurs, 16<sup>th</sup> May**

Reasoning (Paper 3)

- Papers 2 & 3 each last 40 minutes
- No calculators
- 35 marks





**THIRD SPACE**  
LEARNING

*Click on logo to take you to the web page*

SATs

# How Do I Prepare For SATs? 29 SATs Preparation & Revision Tips For Parents And Children in Year 6

January 15, 2024 | 7 min read

