

# Maths at The Leys

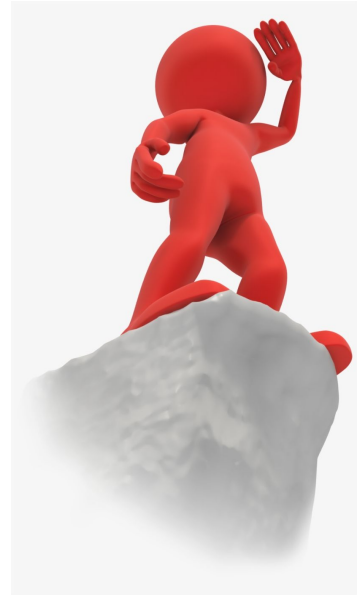


**Parent information meeting**

**February 2025**

# Vision

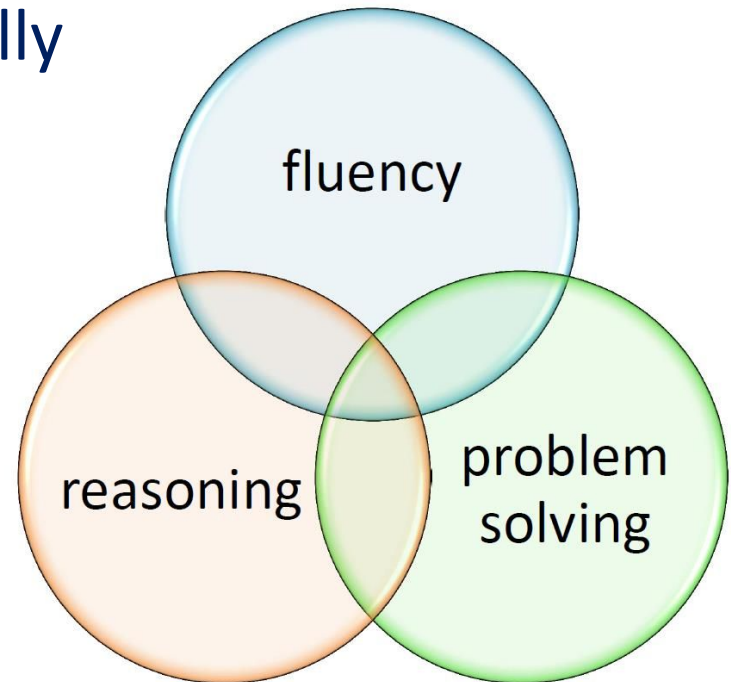
Our goal is for children to leave as confident, skilled and resilient mathematicians, who understand that maths is a fundamental part of everyday life and the world we live in.



# 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

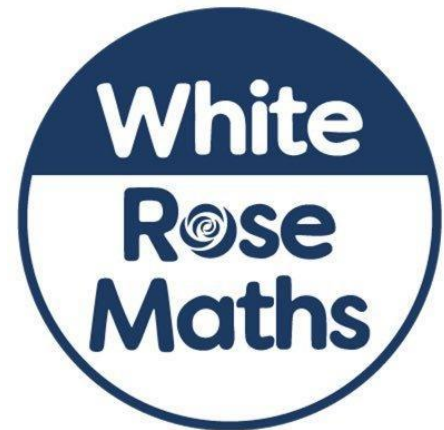


# Implementation

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

Some of us  
will need  
additional  
support along  
the way

None of us  
will be left  
behind

# Low entry, high ceiling

-----High Ceiling-----



Challenged



Happy

-----High floor-----



Sad/ Can't participate

-----Low Ceiling-----



Happy

Bored



Happy / Can participate somewhat

-----Low Floor-----

-----High Ceiling-----



Challenged further



Happy/ challenged appropriately



Happy/ can participate/  
challenged appropriately

-----Low Floor-----

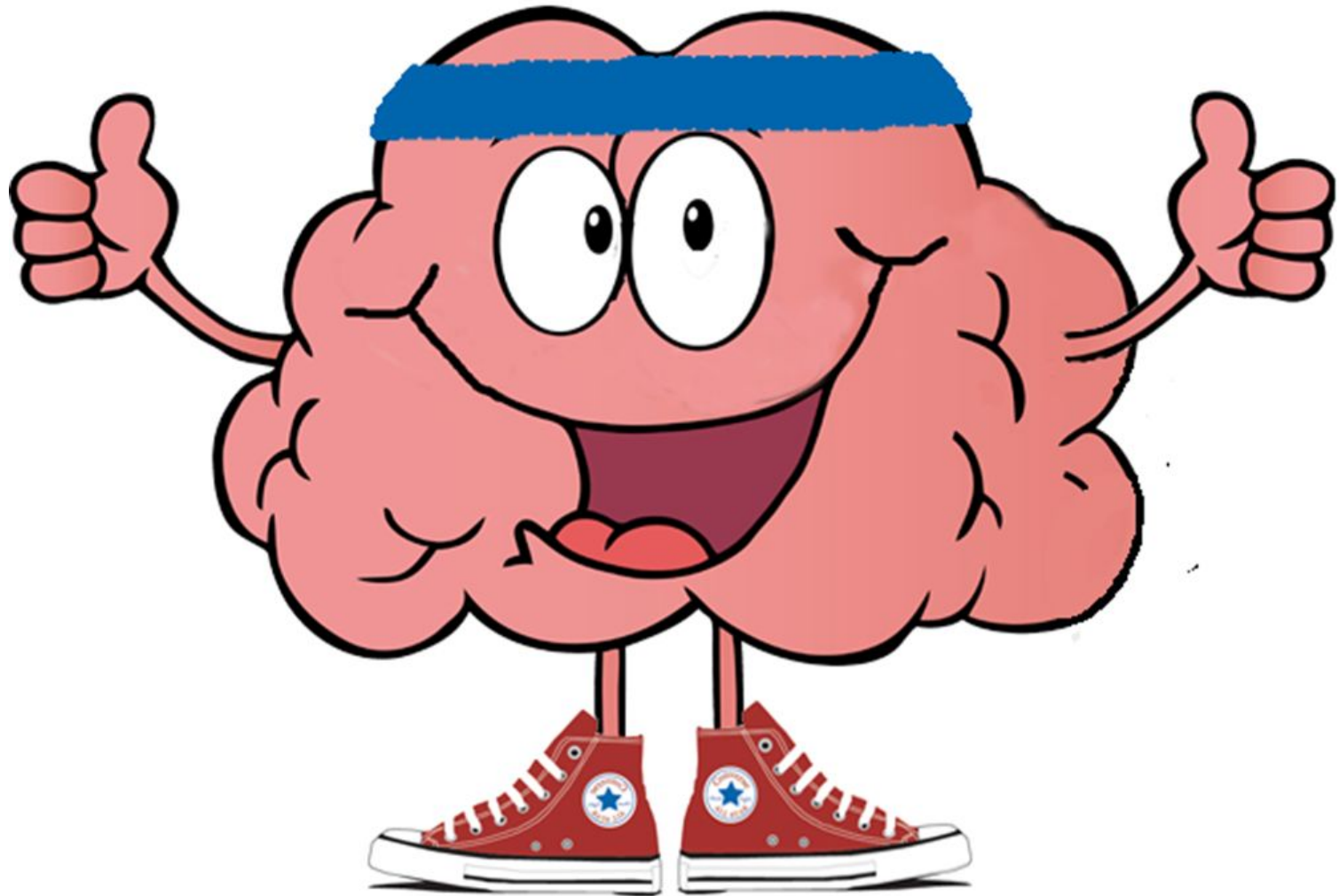
# Maths teaching for mastery

## 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’

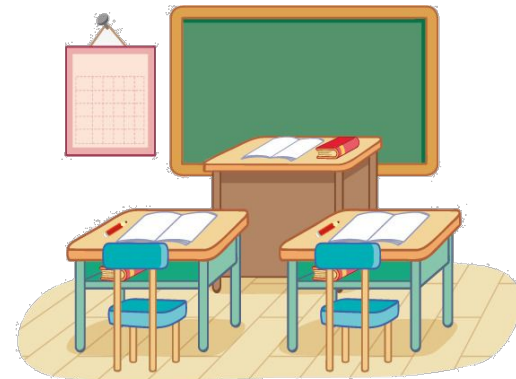
## Supporting learning:

- 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





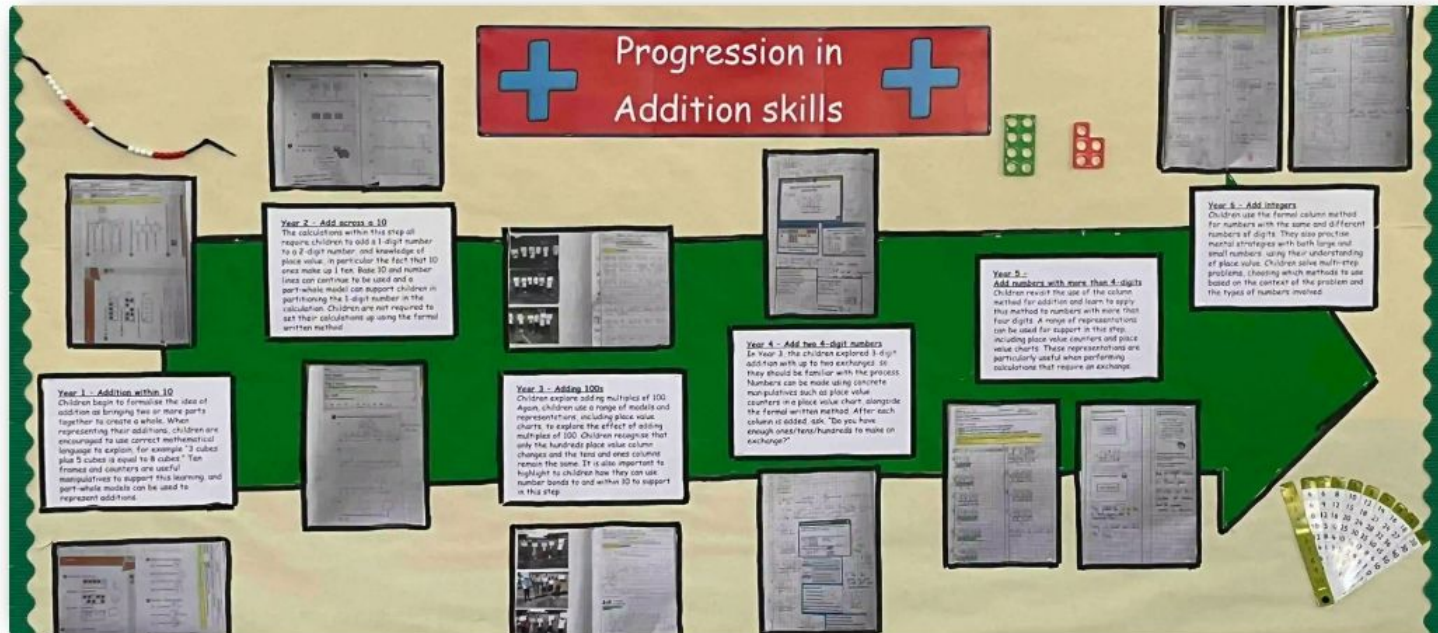
- **Fluent** in the fundamentals of mathematics
- **Reason** mathematically
- **Solve problems** by applying their knowledge



**Addition**



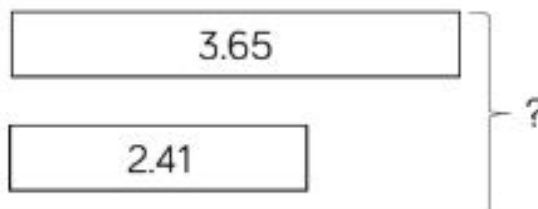
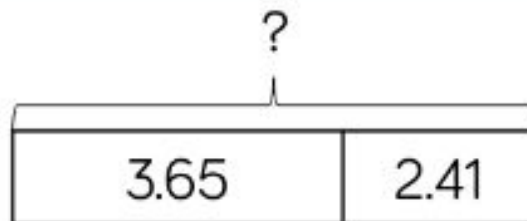
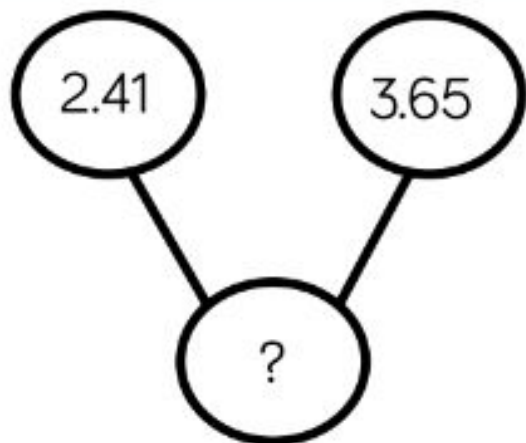
## Maths at The Leys



Calculation policy

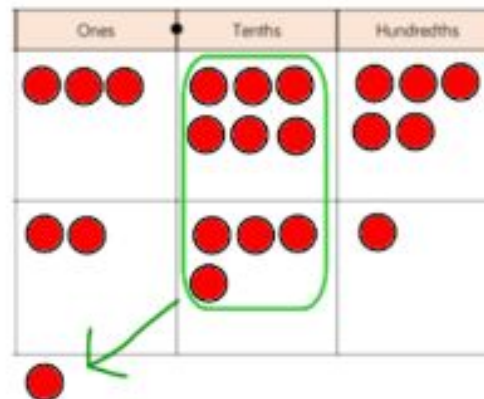
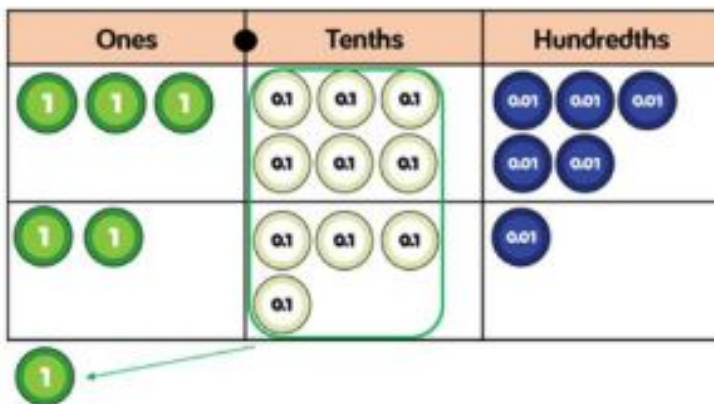
[Available to view here](#)

## Skill: Add with up to 3 decimal places



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

$$3.65 + 2.41 = 6.06$$

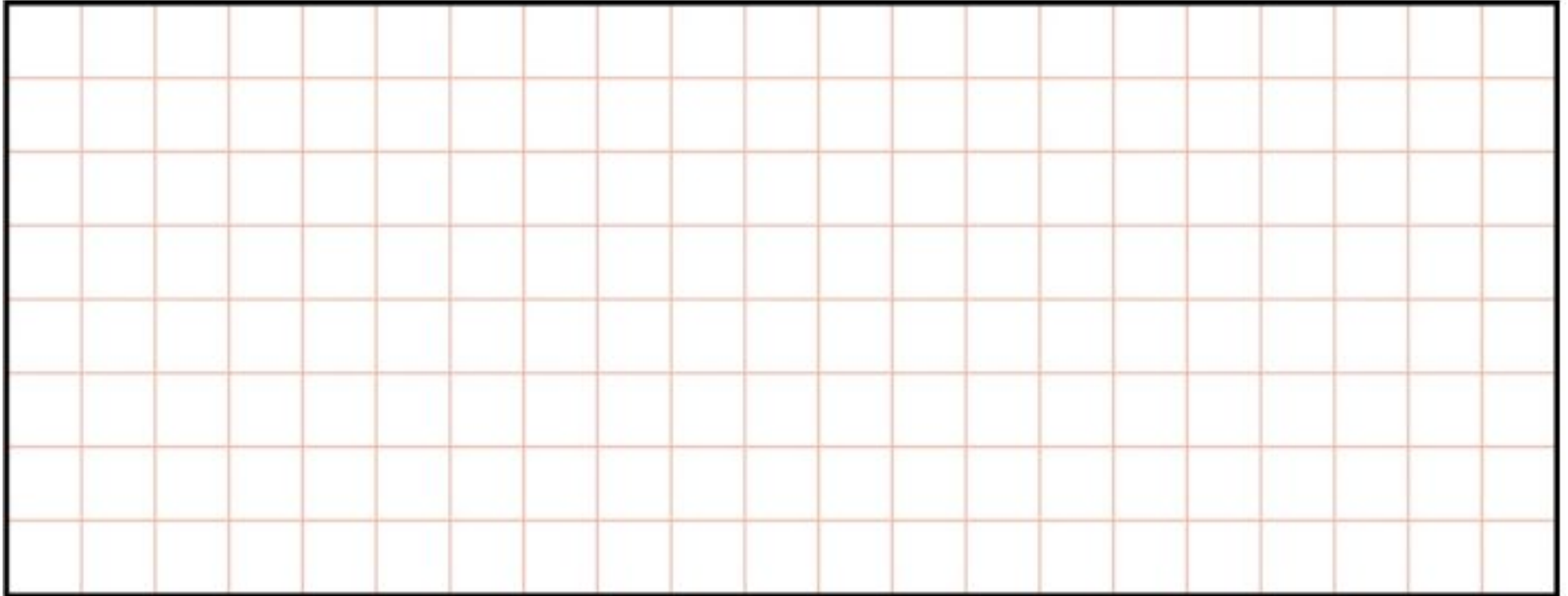


$7.8 + 6.953 =$





$$+ 70 = 485$$

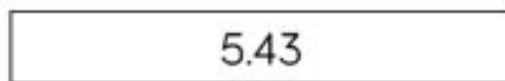
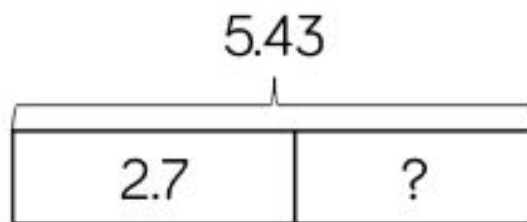
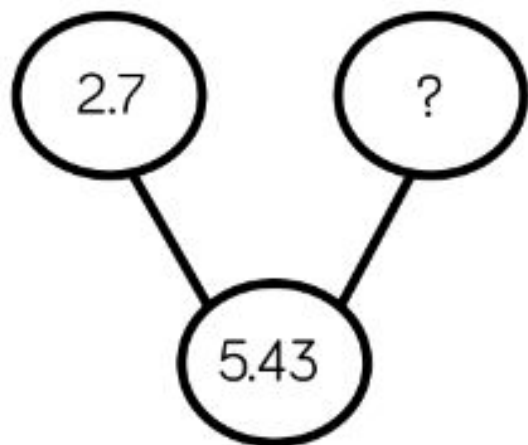






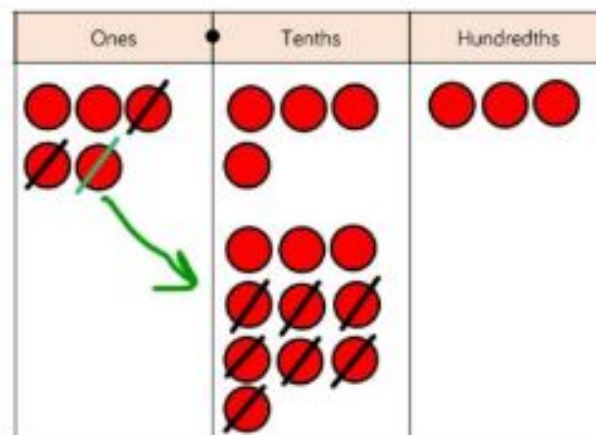
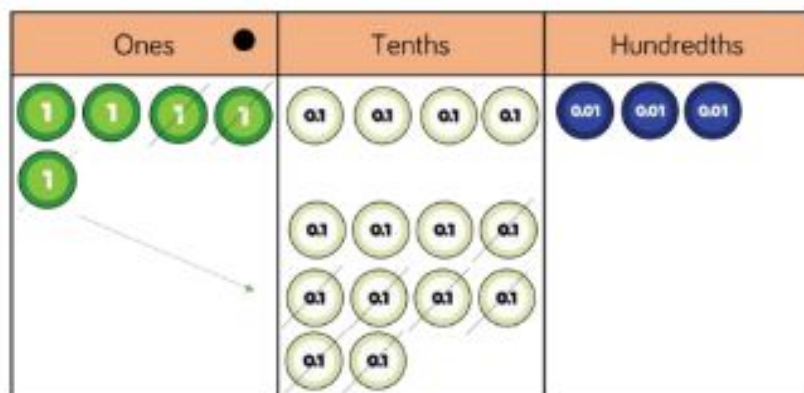
**Subtraction**

## Skill: Subtract with up to 3 decimal places



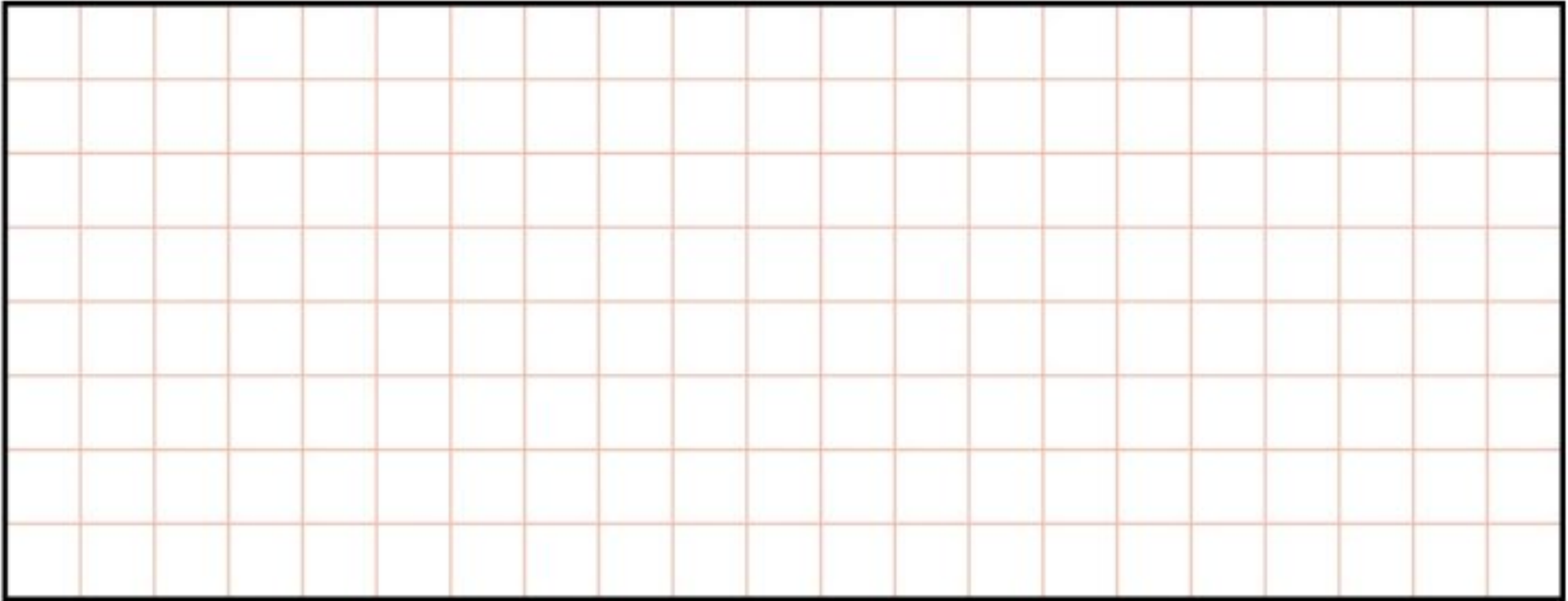
$$\begin{array}{r} \overset{4}{5} \overset{1}{.} 43 \\ - 2.7 \\ \hline 2.73 \end{array}$$

$$5.43 - 2.7 = 2.73$$

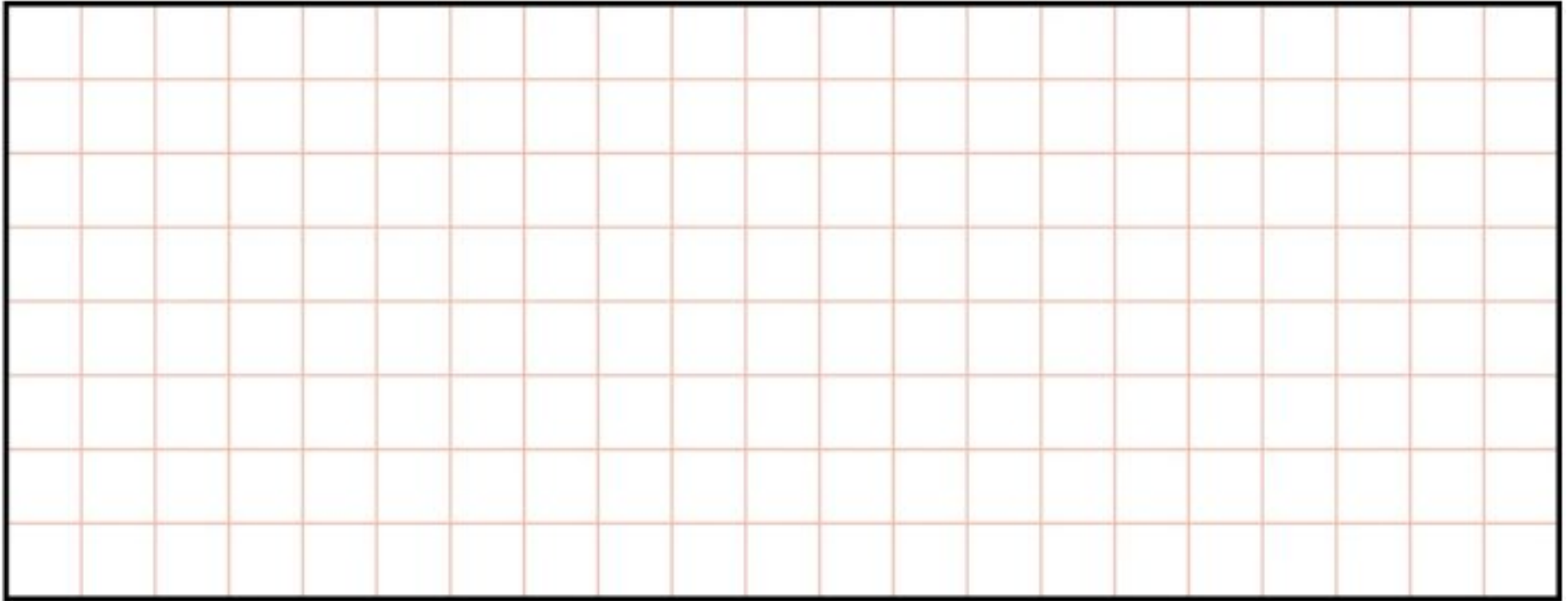




$$= 5,776 - 855$$



$29.5 - 16.125 =$



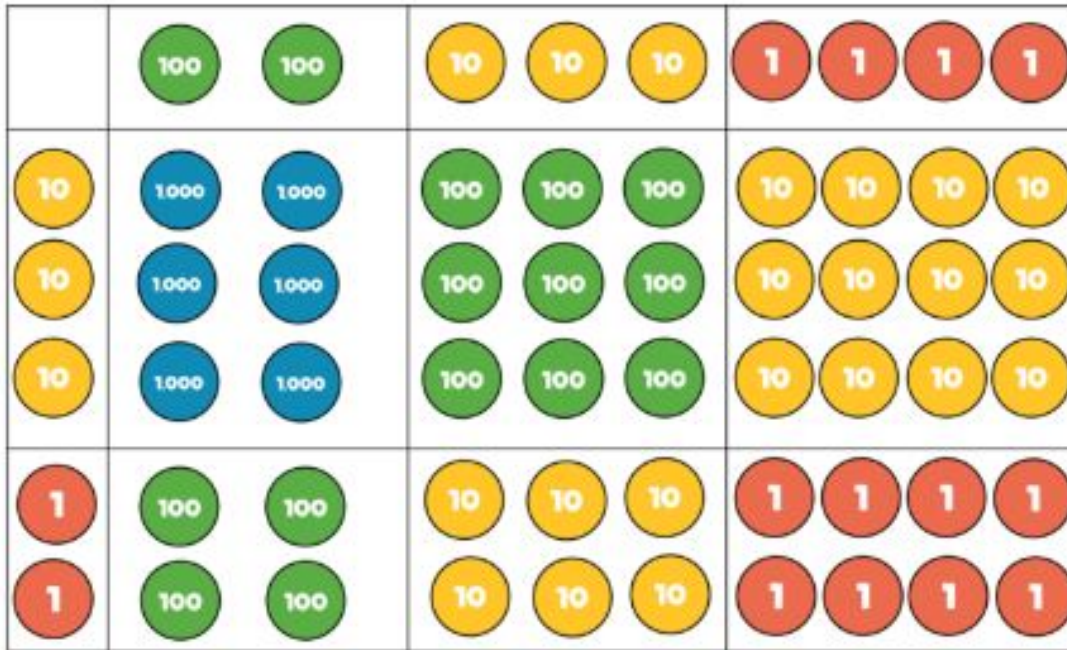




**Multiplication**



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

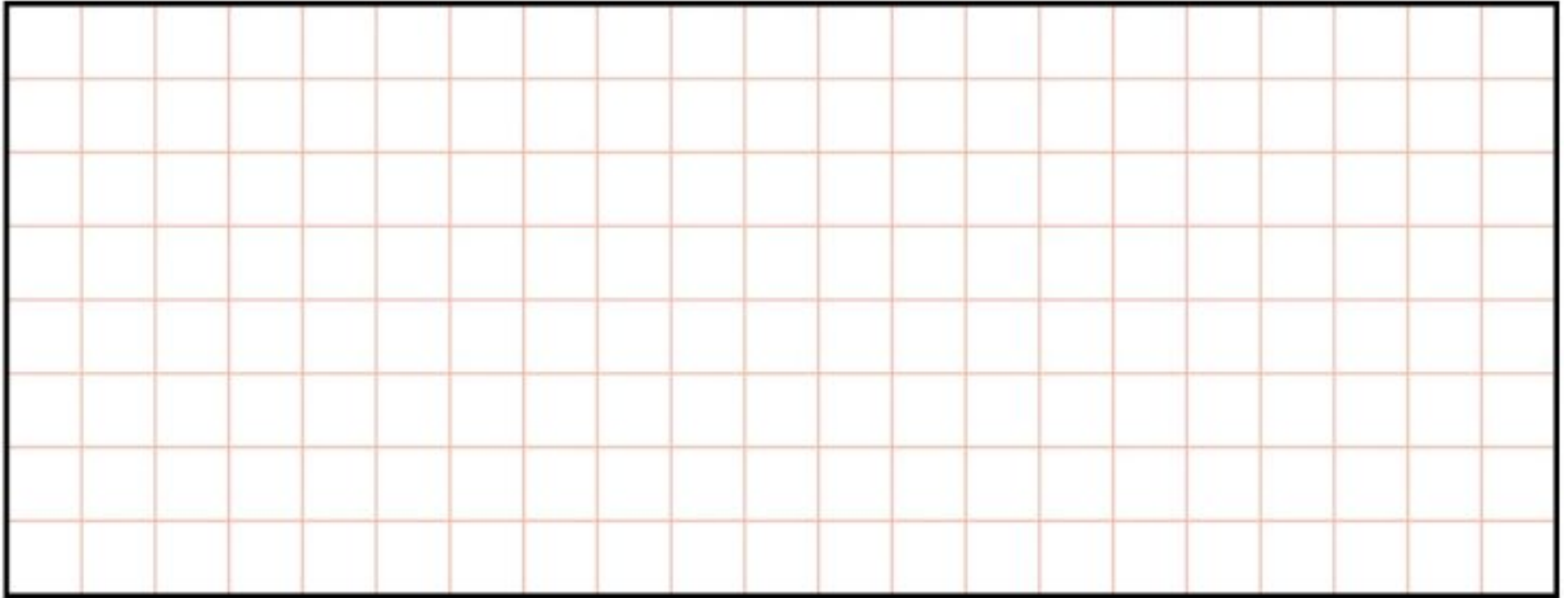


Th	H	T	O
	2	3	4
×		3	2
<hr/>			
	4	6	8
1 7	1 0	2	0
<hr/>			
7	4	8	8

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

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

$4 \times 702 =$



$$\begin{array}{r} \phantom{\times} \phantom{6} \phantom{0} \phantom{7} \\ \times \phantom{6} \phantom{0} \phantom{7} \\ \hline \phantom{6} \phantom{0} \phantom{7} \\ \phantom{6} \phantom{0} \phantom{7} \\ \phantom{6} \phantom{0} \phantom{7} \end{array}$$

Show  
your  
method





**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)

- $12 \times 1 = 12$
- $12 \times 2 = 24$
- $12 \times 3 = 36$
- $12 \times 4 = 48$
- $12 \times 5 = 60$

(x6)

- $12 \times 6 = 72$
- $12 \times 7 = 84$
- $12 \times 8 = 96$
- $12 \times 7 = 108$
- $12 \times 10 = 120$

$$432 \div 12 = 36$$

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

		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)

- $1 \times 15 = 15$
- $2 \times 15 = 30$
- $3 \times 15 = 45$

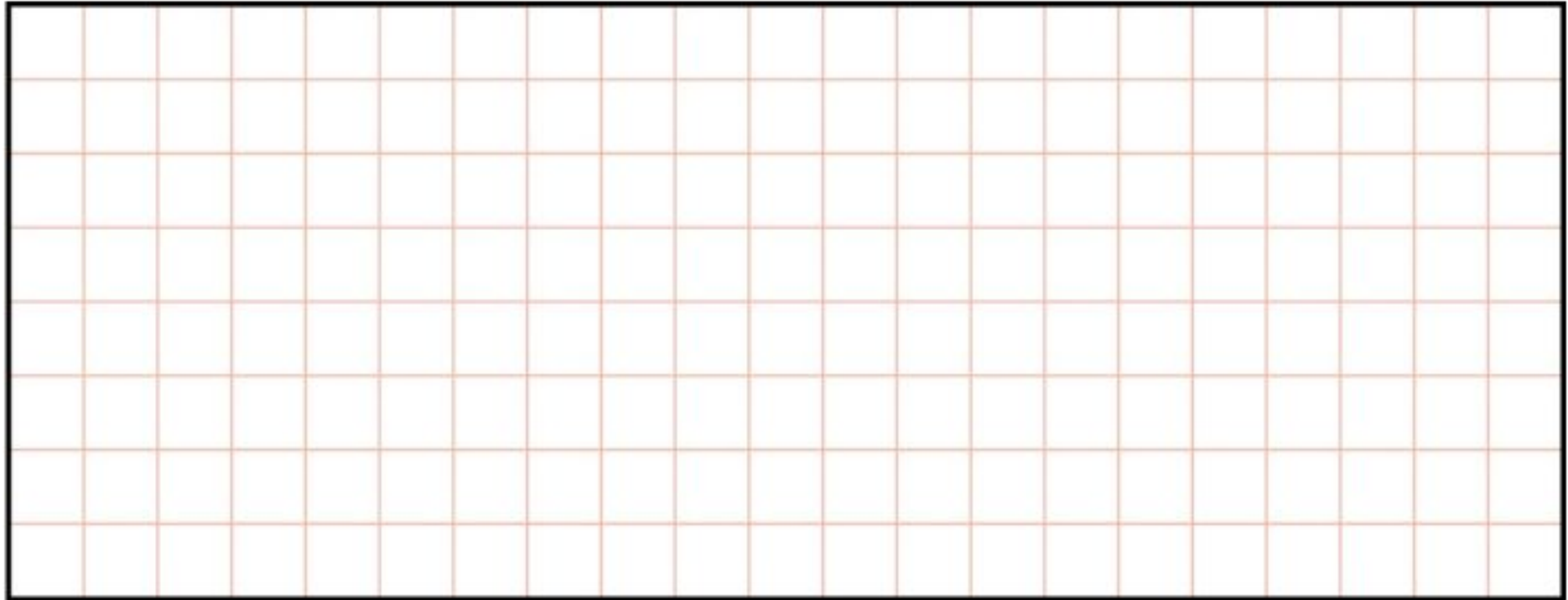
(x80)

- $4 \times 15 = 60$
- $5 \times 15 = 75$

(x9)

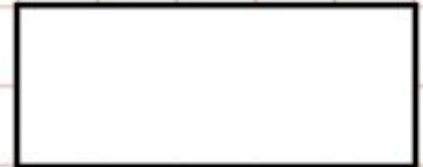
- $10 \times 15 = 150$

$747 \div 9 =$



2 6  $\overline{4\ 4\ 7\ 2}$

Show  
your  
method





A farmer is packing eggs.

Each box holds **six** eggs.



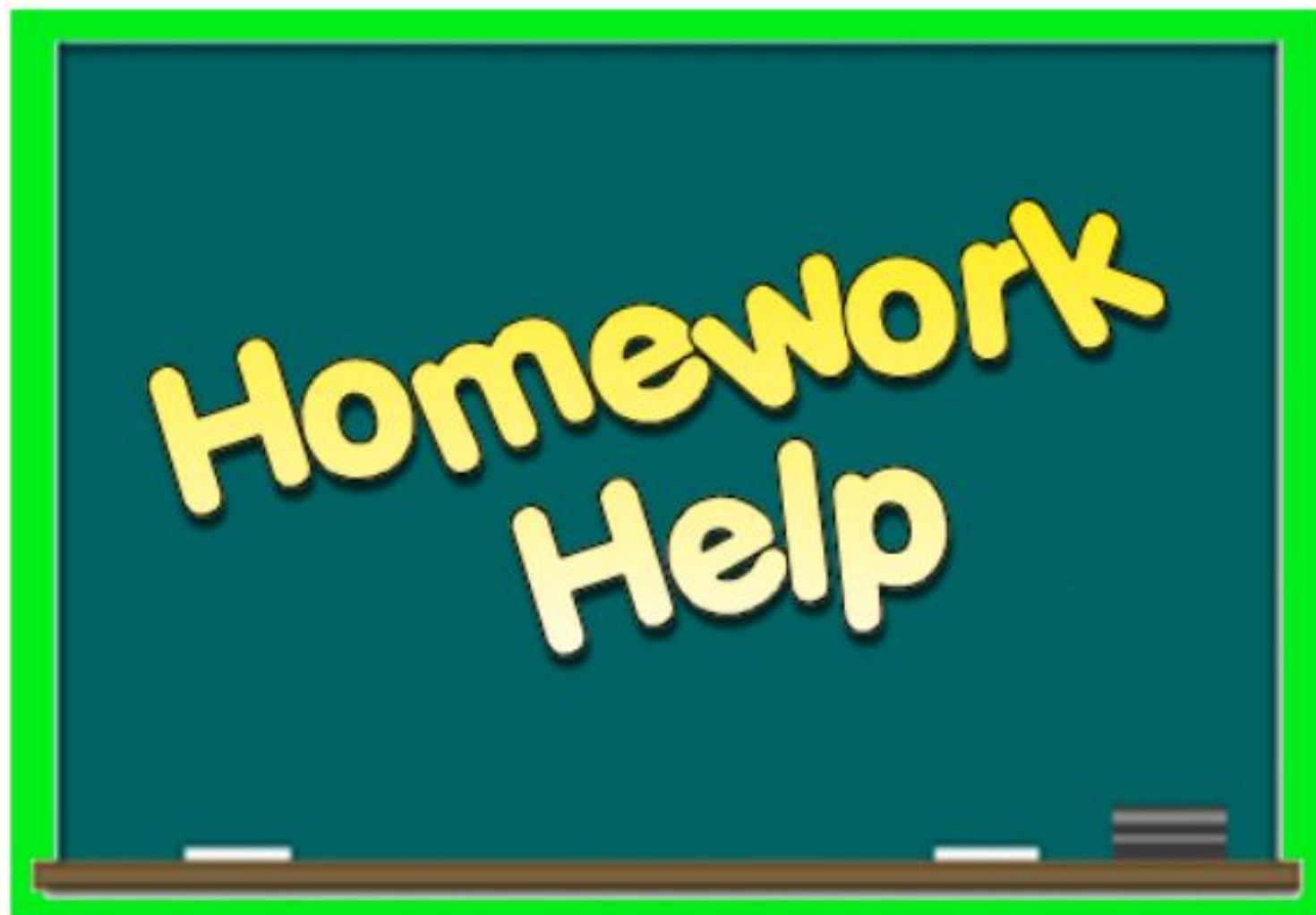
The farmer has 980 eggs to pack.

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

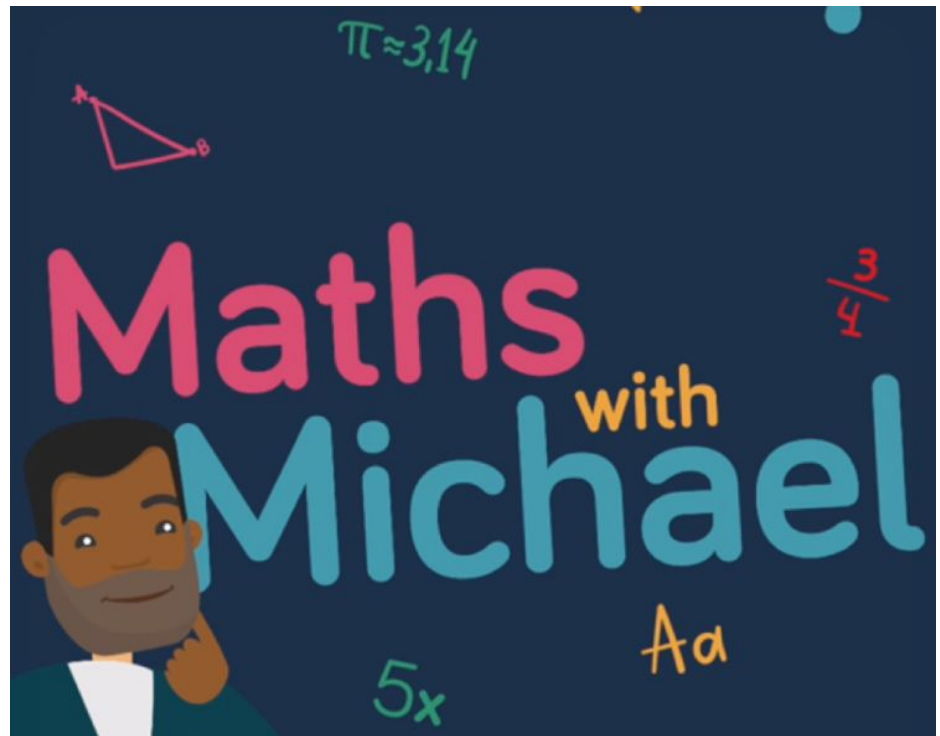
White  
Rose  
Maths

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' features the words 'TIMES TABLES' in blue and 'ROCK STARS' in pink, both in a stylized, blocky font with a drop shadow effect.
- **School:** 5-minute test on a Friday
- **Nationally:** Year 4 test (25 questions)

# Multiplication Tables Check (MTC) – National Year 4 test

	Average score	% full marks (25/25)
The Leys (2023)	21.9	56%
National (2023)	20.2	29%
The Leys (2024)	21.5	53%
National (2024)	20.6	34%



Any

Questions





# 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