

## Useful Links

- <https://play.trockstars.com/auth/school/student>
- <https://whiterosemaths.com/homelearning/>
- <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/math>

## Terminology

Acute, Adjacent, Angle, Area, Ascending order, Average, Base, Bisect, Breadth, Capacity, Carroll Diagram, Circumference, Composite number, Consecutive, Coordinates, Denominator, Descending order, Diagonal, Difference, Digit, Dimensions, Edge, Equation, Equilateral triangle, Even number, Exterior, Face, Factor, Greater than, Gross, Heptagon, Hexagon, Horizontal, Improper fraction, Integer, Irregular shapes, Isosceles triangle, Kite, Less than, Line of symmetry, Mean, Median, Mode, Multiple, Numerator, Oblique, Oblong, Obtuse angle, Octagon, Odd number, Parallel lines, Parallelogram, Perimeter, Perpendicular line, Place value, Prime number, Product, Quotient, Rectangle, Reflex angle, Rhombus, Roman numerals, Rounding, Scalene triangle, Score, Square number, Squared, Sum, Symmetrical, Tally, Translation, Trapezium, Triangular number, Vertex, Vertical line.

## At Home

### Time

Without fail, children who grasp time early are the ones for whom it is a daily part of life. Why not try:

A watch to wear at school. If possible, maybe alternate between digital and analogue.

Have regular conversations about when scheduled events happen. Talk about what time it is now; how long it will be until ... ; how long it is since... etc.

Travel journeys are ideal. Everyone predict what time we will get there, or to a certain point (maybe have a scoring system!?). Talk about how long it will be etc.

Time tables (ideal for 24 hour clock). Why not allow your child to plan a bus journey?

Aim to provide as many different contexts for time as possible, including analogue, digital, 24 hour and calendars.

### Measures

This is a huge part of the curriculum but one that children often have very little 'real' experience of. Some ideas:

Compare sizes of containers together at the supermarket (or home if that sounds too stressful).

Which is the best value? How many of these would be equal to one of these? What would that be in litres/millilitres/kilograms/grams? Etc...

Cooking / baking: ideal contexts for practical measuring for mass and capacity.

## Contact

If you have any questions regarding the teaching of Maths, please do not hesitate to speak to your child's class teacher or contact:

**Mr M Horner – Maths lead**



## An Information Booklet for Parents and Carers



"Teach a child in the way he should go, and when he is old he will not turn from it." Proverbs 22:6



Deepcar St. John's  
C of E Junior School  
where the individual matters

## Maths at Deepcar St. John's

At St. John's children continually **make links** between their different areas understanding, building on their existing knowledge to further the limits of what they can do. As they approach **a range of problems**, children select (**reason**) from their skills toolkits to use the most suitable methods for the job, **evaluating** their success as they do so and thinking about how they could adapt their practice in future.

This involves **rich discussion and debate**, where children compare and refine approaches. A **risk-taking environment** is encouraged where children become **articulate at explaining their methods** and where the process is more important than the 'answer'.

In all of this, children increase their mathematical **fluency** by increasing efficiency with procedures (such as multiplying) while being able to explain what they are doing.

We use a 3 'chilli' challenge system for the levels which children themselves choose within lessons:

1 chilli - teacher support

2 chillies - at Age Related Expectation (ARE)

3 chillies - working deeper than ARE. Applying this skill in contextual problems.

## Lower Key Stage 2

The principal focus of mathematics in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This ensures that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils develop their ability to solve a range of problems, including with simple fractions and decimal place value. Pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. They use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils will have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

## Upper Key Stage 2

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This develops the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Study of geometry and measures consolidates and extends knowledge developed in number. Children also classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils are fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.