



Toddington St George C of E School

Maths Information Evening
Tuesday 20th January 2015

The new Maths curriculum was introduced in September 2014 and is being followed at St Georges.

There is an increased emphasis on pupils using the most efficient methods to carry out calculations, and on the learning of times tables.

Teaching Maths

At St Georges our approach to teaching maths is based on four key principles.

- Dedicated maths lessons every day.
- Direct teaching and interactive oral work with the whole class and groups.
- An emphasis on mental calculations.
- Controlled differentiation, with all pupils engaged in Maths relating to a common theme.



Weekly Skills Tests

Weekly basic skills tests are carried out to reinforce maths. They consist of 25 questions designed to practice mental calculation.

These are differentiated so that your child will be doing a test appropriate to their ability.

How do we
teach maths?



add

total

plus

+

what is ___ more than?

altogether

and

sum of

increase by

Expanded Vertical Addition

$$38 + 26$$

$$\begin{array}{r} 30 + 8 \\ 20 + 6 \\ \hline 50 + 14 \end{array}$$

One to try ... $47 + 35$

Expanded Vertical Addition

$$427 + 356$$

400	+	20	+	7
300	+	50	+	6
<hr/>				
700	+	70	+	13
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Compact addition

$$38 + 26$$

$$\begin{array}{r} 38 \\ + 26 \\ \hline 64 \end{array}$$

A red '1' is written below the 6 in the tens column, indicating a carry from the ones column.

$$427 + 256$$

$$\begin{array}{r} 427 \\ + 256 \\ \hline 683 \end{array}$$

A red '1' is written below the 5 in the tens column, indicating a carry from the ones column.

subtract

take away

—

difference between

less than

more than

Vertical subtraction (expanded)

$$63 - 25$$

$$\begin{array}{r} 50 \quad 13 \\ \cancel{60} \quad \cancel{3} \\ - 20 \quad 5 \\ \hline 30 \quad 8 \end{array}$$

$$456 - 263$$

$$\begin{array}{r} 300 \quad 150 \\ \cancel{400} \quad \cancel{50} \quad 6 \\ - 200 \quad 60 \quad 3 \\ \hline 100 \quad 90 \quad 3 \end{array}$$

Vertical subtraction

$$63 - 25$$

$$\begin{array}{r} 5 \\ \cancel{6} 13 \\ - 25 \\ \hline 38 \end{array}$$

$$456 - 263$$

$$\begin{array}{r} 3 \\ \cancel{4} 156 \\ - 263 \\ \hline 193 \end{array}$$

The importance of both sides of an equation being equal is an important concept.

=

the same as

is equal to

is equivalent to

the two sides balance



Children are expected to be able to balance both sides of a calculation.

$$6 \times 4 = 30 - ??$$

$$87 - ?? = 35 + 35$$

multiplied

times

by

x

product

lots of

groups of

Multiplication

There is an expectation that children will know times tables facts up to 12×12 .

This knowledge will enable them to multiply larger numbers.

$$24 \times 6$$

$$\begin{array}{r} (20 \times 6) + (4 \times 6) \\ 120 \quad + \quad 24 \end{array}$$

divide

share

÷

how many groups?

Division

Children use their knowledge of times tables to work out division.

$$60 \div 6$$

$$6 \times ?? = 60$$