



ASPIRE • SUCCEED • LEAD

LADY ROYD PRIMARY

BRADFORD GIRLS' GRAMMAR SCHOOL CAMPUS

For girls and boys up to 11 years

Numbers, counting and Shape at Ladyroyd

Parent Workshop

5.10.22

This Morning

- What is important when helping developing young mathematicians?
- How we teach maths to children at Lady Royd.

Schemes of Learning

- We follow White Rose Maths scheme.
- Lots of documents online to support teaching and learning.

<https://whiterosemaths.com/resources/early-years-resources/>

Schemes of Learning

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive In 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	On the move			Superhero to 20 and beyond			First, then, now			Find my pattern		

There is more detail on each of these sections on the website.

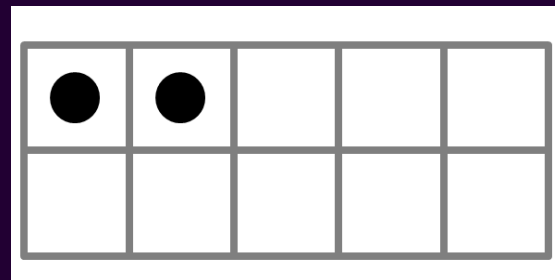
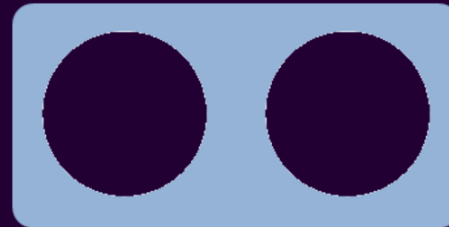
- You may feel like your child can already count to 10/20 and therefore understand everything there is to know about counting to 10/20. But have you considered:
 - they may just know the number by rote?
 - they may not have grasped the ‘5 ness’ of 5
 - they may not understand the numbers within numbers ie that 5 is made up of 3 and 2 or 4 and 1.

Maths Mastery Approach

- Approach to maths that focuses on **whole-class teaching**, developing a deep understanding of maths.
- We initially learnt one number a week. This is so...
- Objectives are broken down into smaller steps so that every pupil is secure in every concept before moving on.
- Focus upon teaching for **fluency, reasoning and problem solving**.

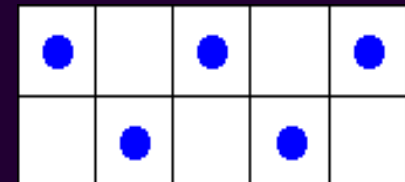
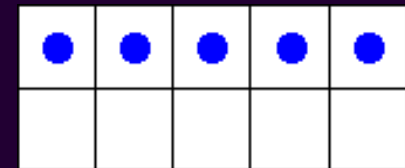
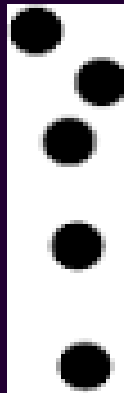
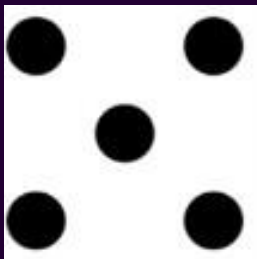
Fluency

- Representing numbers- understanding numbers rather than just recognising the numeral.
- Understand that numbers can be representing in different ways.
- Link any shape/space measure to the number- shape, time, money. (e.g. for number 1- circle, 1 o'clock, 1p coin)



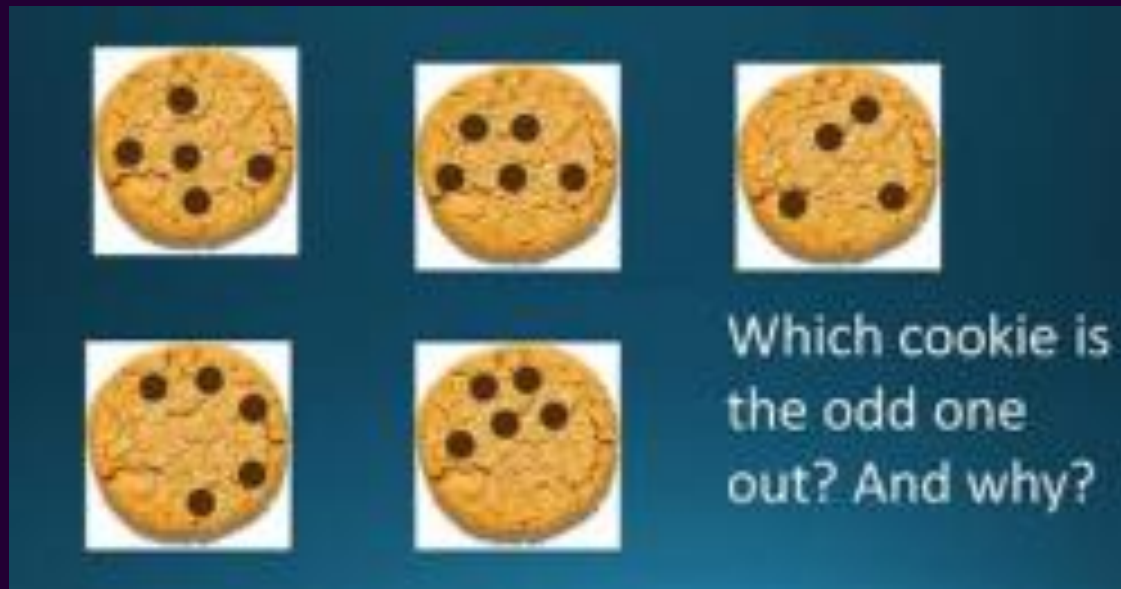
Subitising

- Subitising is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.
- This helps children understand numbers more- it helps them see how numbers are made up.



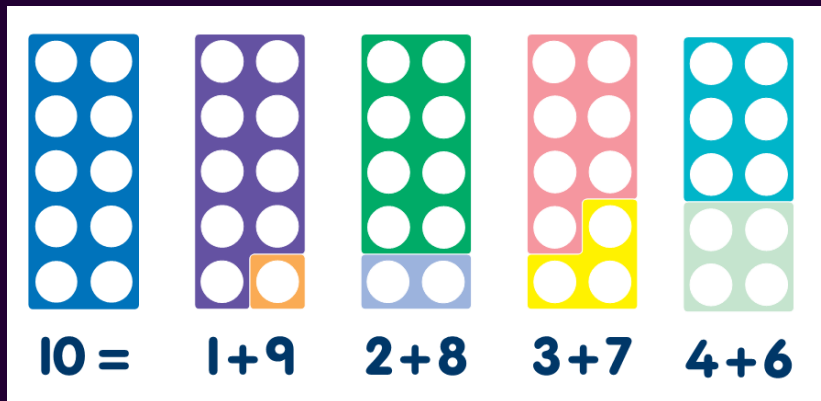
Reasoning

- Helps children to be able to explain their thinking- making it easier to understand what is happening.
- E.g: true or false statements, spotting the mistakes, explaining how we know something.



Problem Solving

- Enables children to use their maths skills in lots of different contexts and in new situations.
- E.g. Finding different ways to split numbers.



Number Blocks

- Introduced to the programmes- leads in to the teaching of the concepts.
- Each character is made of the relevant number of blocks. E.g. Three is made from three blocks. This structure means that it can transform into other numbers. E.g. Characters 3 and 2 can combine to create 5.
- Precise and accurate mathematic vocabulary is used.
- Connections are made between concepts, e.g. Addition and subtraction.



Maths

- Shapes ... are everywhere! Find them with your children.
 - Talk about the properties
 - Sides- how many?
 - Points
 - 3d or 2d?
 - Flat or solid
 - What they are good for?
 - Where do you see them?
 - Questioning- how do you know it's a circle/triangle/square etc?



Maths

- Size and weight: ordering from biggest to smallest, tallest to shortest, heaviest to lightest.
- Repeating patterns, making their own pattern and being able to explain/talk about it.



Maths Mastery

- High expectations for every child.
- Topics covered in greater depth.
- Number sense and place value come first.
- Problem solving is central
- Challenge is provided through an increased depth, rather than acceleration of content.

Keep maths practical and have fun!

- Bath-time (filling and emptying containers, counting)
- Counting rhymes
- Talk about numbers in the environment (eg, front door numbers, number plates, road signs etc)
- Help with the cooking (measuring, weighing, ordering the recipe)
- Setting table places (how many plates/cups etc)
- Paying in shops (including change)
- Estimating amounts (how many apples/sweets?)
- **Please see leaflet for more ideas!**

Number Early Learning Goal:

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Number Patterns Early Learning Goal:

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.