

# Working together with mathematics

Hoole St Michael CE Primary School Workshop for parents

Tuesday 18<sup>th</sup> September 2012

# Which of these words would you use to describe mathematics?



#### Maths is like cabbage...

...you love it or hate it, depending on how it was served up to you at school!





# Maths learning and teaching has changed (for the better!)

- It is more active and collaborative than it used to be
- 'Having a go' and 'talking maths' are encouraged
- Mental methods (being able to work things out in your head) are more important than written methods



# What maths have you done already today?

# Managing time... Have I got time to put a load of washing in the machine before going out?

#### Time

0

#### Reasoning...

What time do I need to leave if I've got to drop Charlie off at mum's before going to the meeting at school?

#### **Estimating**



And, have I got enough money to pay for the petrol?!!!

#### **Estimating**

#### Shopping

Will this sale price sweat shirt do for Joe for next year as well, given the rate he's growing?,

(estimation of time and growth rate)

#### **Estimating**



(estimation of area & money)

### **Order of numbers**



### We want our children to develop a 'feel for number' so that ...

- They know the size of the numbers and where they fit into the number system.
- They know number facts, such as number bonds to 10, 20 & 100.
- They are able to quickly recall multiplication and division facts.
- They understand place value and partitioning
- They know the relationship between the operations

### **Ofsted - March 2012**

Raise attainment in mathematics, particularly so that the more-able pupils attain the higher levels by:

providing more opportunities for pupils to use and apply their mathematical skills

consistently challenging the more able in their learning developing role play in the Early Years Foundation Stage to more consistently support mathematical learning

sharing good practice about the teaching strategies that work well in the most successful lessons

#### More Able mathematicians

What if the answer is.....?

**12 minutes £12.00** 

12 is the lowest12 is the first

12.00

12 edges

**12 cm** 

**12** is an estimate

## **Relaxed and happy!**



- Research shows that when learners are relaxed their brains are able to function well.
- If they are frightened it closes down.
- They need to be confident.
- They need to build up skills slowly.
- They need to have basic skills at their finger tips.
- They need to learn some facts off by heart

# **Progression of Calculations**

- Addition
- Subtraction
- Multiplication
- Division



## Play games that involve counting

# Cards, board games, dominoes.







# Involve your child in shopping

- Children these days have less opportunities than we did to use money
- Adults use money differently from twenty years ago
- Help your child to recognise coins and understand equivalent values
  e.g. 5p=1p+1p+1p+1p+1p
  5p=2p+2p+1p



#### **Measures from shopping**



### Play money games with them

Count amount of money in pockets, purses, jars!







#### Maths at Home

• Question to ask ourselves...



- Do we create an atmosphere at home where exploration and 'having a go' is seen as more important than getting the answer right?
- Do we provide a rich and interesting home environment with plenty of opportunities for problem solving with numbers, measures and shapes?
- Do we use opportunities to talk about maths?

### Remember!

• Be positive - even if you don't feel it



- Ask your child to explain to you how they are doing their maths (it may be different to the way you were taught)
- 'Talk' to them about and involve them in everyday maths
- Ask the teachers if you have any questions

#### **Remember!**

# and most importantly, remember to have fun!



