
Number Bonds

The children will begin learning their number bonds in Reception and continue through to Year 2. Knowing their number bonds to 5, 10, 20 and 100 greatly helps the children when moving on to more complicated calculations, therefore we work towards instant recall of each of these sets of number bonds.

Times Tables

Times tables knowledge is imperative to aid further multiplication and division work. Between Year 2 and Year 4, we build up to instant recall of our 2 to 12 times tables. In Year 2, we learn our 2, 5 and 10 times tables, then move on to our 3, 4 and 8 times tables in Year 3. In Year 4, we then learn the rest of our times tables so that in June of Year 4, we can take the national Multiplication Tables Check. This requires Year 4 to know all of their times tables by heart and complete a series of calculations instantly. It is still important for the children to regularly practise their times tables beyond Year 4.

Practical Resources

We use a range of different practical resources in school and they are freely available to the children to assist them in their work. These include, Base 10, Numicon, number lines, hundred squares, dice, counting objects and cubes.

Learning at Home

Children's maths skills can be greatly boosted by additional practice at home, in the same way as reading and spelling. Parents are often nervous about doing maths at home and worry about teaching their child 'in the wrong way'. However, there are many straightforward activities that you can do at home with your child to help build on their maths skills.

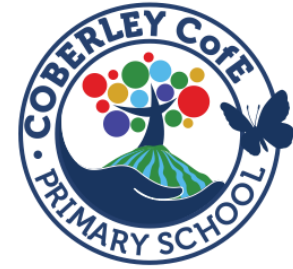
At home, you could practise:

- counting objects
- sorting toys by colour, size or shape
- playing games (jigsaws, bingo, snap, happy families, snakes and ladders, chess)
- finding matching pairs
- giving directions
- spotting shapes and patterns
- telling the time
- weighing ingredients
- adding money and calculating change
- measuring the length and height of objects

Online Resources

Here is a list of useful websites and apps that can be used at home.

- Doodle Maths and Doodle Times Tables
- LBQ
- Hit the Button
- Topmarks Maths
- BBC Bitesize
- 10 Mins a Day Times Tables
- Let's Do Mental Maths
- Squeebles
- Sumdog



Maths: Information for Parents

Coberley Church of England
Primary School



Introduction

At Coberley, we want to foster a love of maths from an early age and maintain that throughout the seven years spent with us. We do this by promoting maths as much as possible and by making our maths teaching regular, engaging and varied.

We aim to teach the skills and methods needed to access a range of maths areas, and to provide the opportunity to use and practise those skills in different ways. Our maths teaching is based upon National Curriculum objectives and our planning is mainly informed by the White Rose Maths scheme.

EYFS

Reception children will work on number recognition, counting to at least 5, naming 2D and 3D shapes, positional language, ordering by length/height/weight and using language relating to time and money

KS1 and 2: Number

This area covers work on place value and calculations. This includes addition, subtraction, multiplication, division, percentages, fractions and money.

KS1 and 2: Geometry, Measurement and Statistics

This area covers work on shapes, measuring and data. This includes 2D shapes, 3D shapes, patterns, length, height, mass, capacity, volume, area, charts, graphs and tables.

Fluency

Fluency is the learning and development of mathematical skills and methods. We often teach fluency practically first and then move onto written methods.

Maths Curriculum Map

	Class 1	Class 2	Class 3	
	Year 1	Year 2 & 3	Year 4 & 5	Year 6
Maths Curriculum Map – Autumn Term				
Autumn	Number: Place value (within 10) Number: Addition & subtraction (within 10) Geometry: Shape Number: Place value (within 20)	Number: Place value to 100(Y2) &1000(Y3) Number: Addition & subtraction Number: Multiplication & division	Number: Place value Number: Addition & subtraction Number: Multiplication & division Measurement: Length, perimeter & area	Number: Place Value Number: Four operations Number: Fractions Geometry: Position & direction
Maths Curriculum Map – Spring Term				
Spring	Number: Addition & subtraction (within 20) Number: Fractions Geometry: Position & direction Number: Place value (within 100) Measurement: Money Measurement: Time	Number: Multiplication & division Measurement: Money Statistics: Tally charts, block graphs, bar charts & pictograms Measurement: Length & height Measurement: Perimeter (Y3)	Number: Multiplication & division Number: Fractions Number: Decimals (Y4) Number: Percentages (Y5)	Number: Decimals & percentages Number: Algebra Measurement: Converting units Measurement: Perimeter, area & volume Number: Ratio
Maths Curriculum Map – Summer Term				
Summer	Number: Multiplication & division Number: Fractions Geometry: Position & direction Number: Place value (within 100) Measurement: Time & money	Geometry: Shape, position & direction Number: Fractions (Y3) Measurement: Time Measurement: Mass, capacity & temperature	Number: Decimals (Y4) Measurement: Money (Y5) Measurement: Time Statistics: Line graphs & tables Geometry: Properties of shape Geometry: Position & direction Measurement: Converting units & volume (Y5)	Statistics: Line graphs & pie charts Geometry: Properties of shape SATs preparation

Reasoning

Reasoning in maths helps children to be able to explain their thinking, therefore making it easier for them to understand what is happening in the maths they are doing and to make connections to new concepts. It helps them to think about how to solve a problem, explain how they solved it and to think about what they could do differently.

Problem Solving

Problem solving in maths allows children to use their maths skills in lots of contexts and in situations that are new to them. It allows them to seek solutions, spot patterns and think about the best way to do things.

Assessment

The children are assessed three times a year using NFER tests. These results tell us whether the children have understood and retained the maths that they’ve been taught that term.

The children also assess themselves by using a traffic light system to communicate their understanding of learning objectives.

Formal assessment takes place nationally in Year 2 (KS1 SATs), Year 4 (Multiplication Tables Check) and Year 6 (KS2 SATs).