

Maths Newsletter

Spring Term

Dear Families,

Here is an update about the fantastic work going on in Maths across school. POWER maths is working really well to improve the maths skills and knowledge of all the pupils. We are now working on our second book and have completed assessments for the first book. We are really pleased with the outcomes of these. We are also focusing on our Times Tables. Read all about it below.



Nursery

We have been learning lots of new maths in Nursery. We have learned a new word—Subitising! It means being able to work out how many by recognising a pattern without counting. You could practice at home with dotty dice.



Everyone in Year 2, 3, 4, 5 and 6 should be using TTRS **every day**.

We have been running competitions across the whole of school.

Here are the results of the recent Battle of the Bands

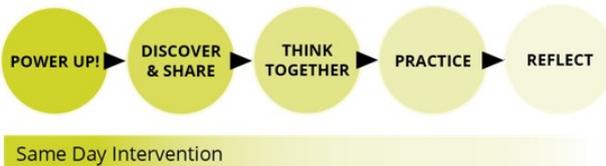
Class

- 1st place Y5C
- 2nd place Y6E
- 3rd place Y4M

Individual

- 1st place Sofia (Y5C)
- 2nd place a pupil in Y5C
- 3rd place Adam (Y6E)
- 4th place Abdul (Y4M)
- 5th place Destiny (Y5C)
- 6th place Cameron (Y4S)
- 7th place Juliana (Y6E)
- 8th place Hamna (Y6E)
- 9th place Kalin (Y4M)
- 10th place a pupil in Y4M

What Does POWER maths look like?



Each day the lesson is organised like this :

Discover and Share

Concrete-Pictorial-Abstract approach

Share

All 4 children picked up 12 pieces of paper.

They were picked up 12 pieces of paper.

How many groups of 4 go into 12?

2 groups of 4 items with 1 item left over.

Exchange the 1 item left over for 3 items.

We now have 12 items.

How many groups of 4 go into 12 items?

3 groups of 4 items.

I used a partition model to partition the number into tens and ones that divide by 4.

$12 = 8 + 4$
 $12 \div 4 = 3$
 $20 \div 4 = 5$
 $52 \div 4 = 13$ (each child picked up 13 pieces of paper)

Engaging scenarios

In this part of the lesson, we have a real life problem. This helps pupils to see how Maths is relevant to real life. The class works together on the problem and they share methods.

Think together

Think together

1. The children have a task containing 100 items.

They share this out equally among themselves and 10 friends.

How many items does each person get?

$100 \div 11 = 9$

Each person gets 9 out of 100.

2. Complete these short divisions.

a) $124 \div 4 = \square$

$4 \overline{) 124}$

There are 30 eggs. How many boxes of 4 eggs can be made?

$4 \overline{) 30}$

3. Look at these division problems.

There are 50 eggs. How many boxes of 4 eggs can be made?

$4 \overline{) 50}$

4. How many boxes of 4 eggs can be made?

$4 \overline{) 50}$

In this part of the lesson, the teacher models question 1 and the pupils work in pairs on question 2. Question 3 is for individuals. It challenges all the pupils to apply their skills. We use all kinds of manipulatives like place value counters and tens frames. We also use different representations like place value charts, number lines and bar models.

Practice

Questions are presented in a logical sequence.

Dividing up to a 4-digit number by a 1-digit number

1. How many boxes of 4 eggs can be made?

2. How many boxes of 4 eggs can be made?

3. How many boxes of 4 eggs can be made?

4. How many boxes of 4 eggs can be made?

5. How many boxes of 4 eggs can be made?

6. How many boxes of 4 eggs can be made?

7. How many boxes of 4 eggs can be made?

8. How many boxes of 4 eggs can be made?

9. How many boxes of 4 eggs can be made?

10. How many boxes of 4 eggs can be made?

Calculations are connected so that children think about the underlying concepts.

The pupils practice what they have learned in their practice book. These are full of different types of questions that practice the same skill. This shows the teachers who has understood the concept and who might need more help. This help is given before the next lesson so that every child keeps up.

I like it because there is lots of activities inside and you can write on the pages

I think it's easier because there's things in the book that can help

