Welcome to the KS1 Maths Workshop.

How could this picture be used to 'talk' maths with your child?

Pinewood Infant School

Our School's Mathematics Curriculum

- **Intent**
  - Inclusive for all pupils
  - Develop high level of fluency
  - Develop conceptual understanding of basic numbers
  - Pupils are able to make links between concrete, pictorial and abstract representations
  - Build confidence and resilience to master challenges

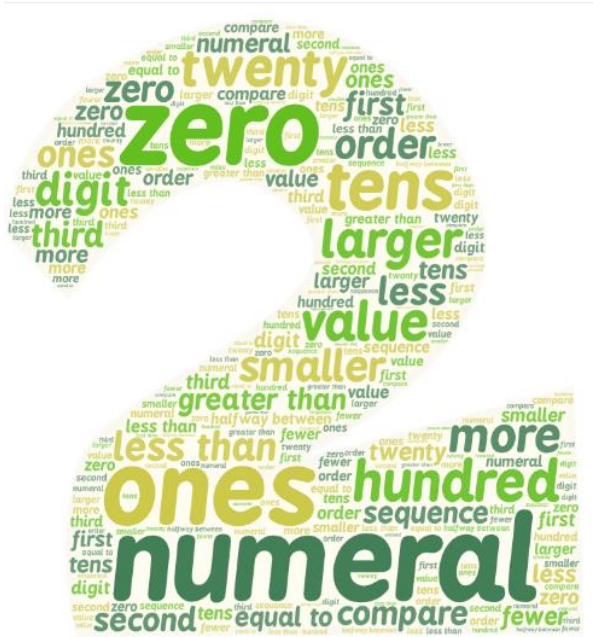
Pinewood Infant School

Our School's Mathematics Curriculum

- **Implementation**
  - Follows the National Curriculum Objectives
  - Use Hampshire planning frame to organise learning through the year
  - Have a daily maths lesson which lasts approx. 1hr
  - Lessons are tailored to meet the specific needs of the children and appropriate support or challenge is given.
  - Practical resources are used to support children's understanding of the learning, moving to more formal/abstract methods as understanding grows
  - Formal assessments of the children's progress towards their end of year expectations are undertaken termly and at the end of the year.
  - The school subscribes to Mathseeds for our Maths Homework, which further supports children's access of maths both within school and outside.

Pinewood Infant School

Number and Place Value



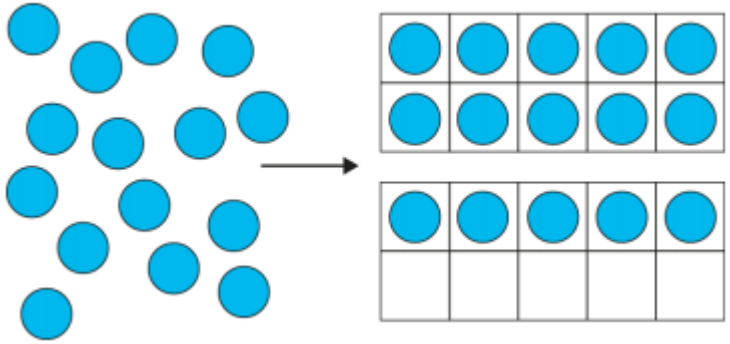
Count forwards and backwards,
Read and write numbers to 100 in numerals;
Count in multiples of 2s, 5s and 10s

Recognise the place value of each digit in a two-digit number (10s, 1s)

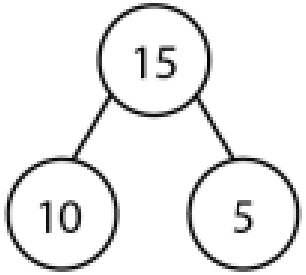
Compare numbers, which is greater/less ?

Number and Place Value

10s	1s
1	5

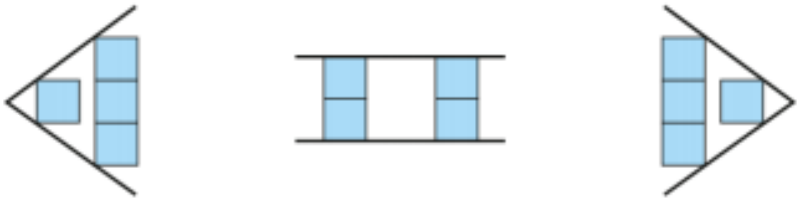


There is one ten and five ones.



15 = 10 + 5

How many cookies?

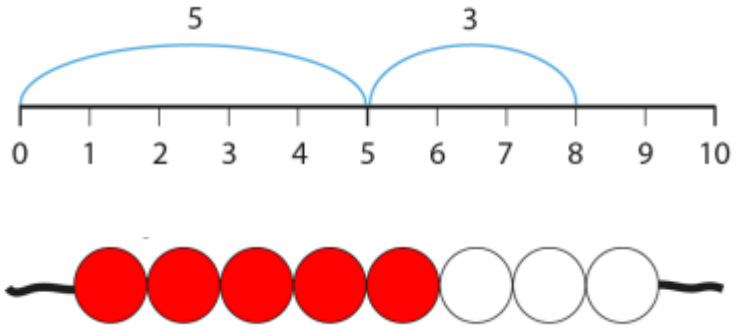


1 < 3

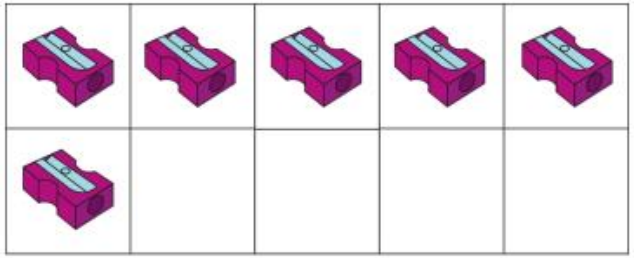
2 = 2

3 > 1

Number and Place Value

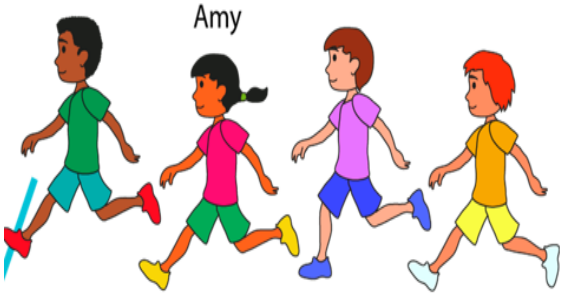


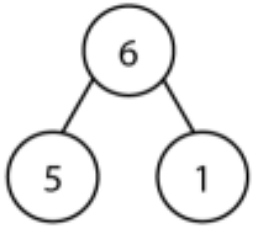
8 = 5 and 3 more



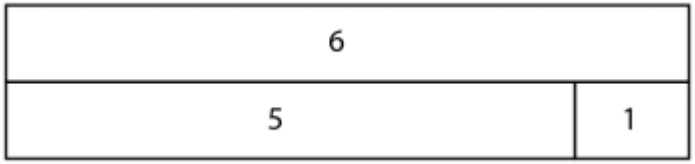
6 is five and one more

'Amy came **second** in the race'
Do you agree?





6 is the whole;
five is a part; one is a part.

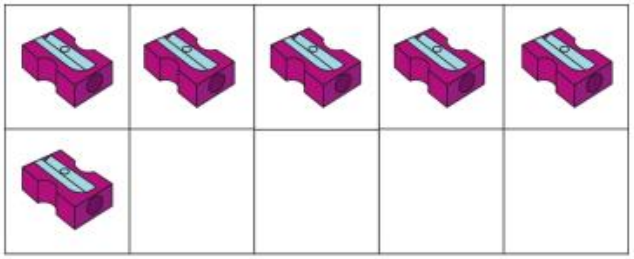


Addition & Subtraction

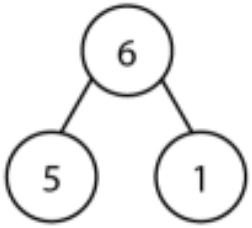
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Represent and use number bonds and related subtraction facts within 20

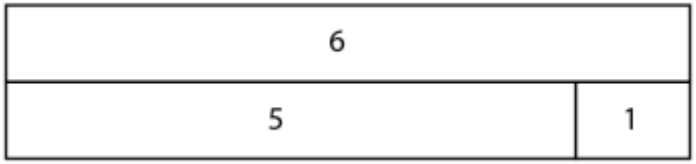
Addition and Subtraction

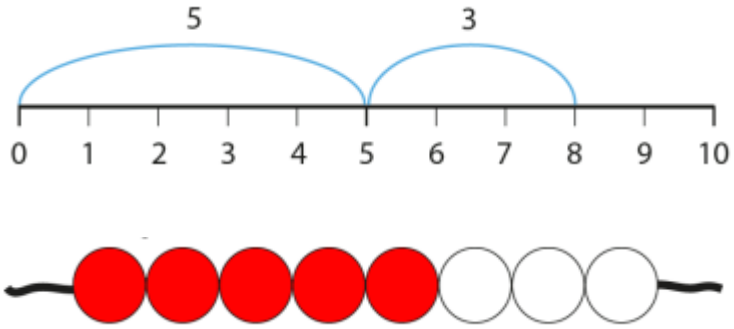


6 is five and one more

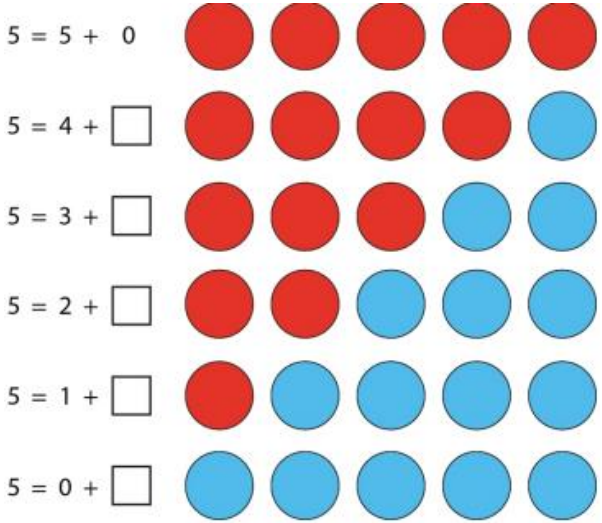


6 is the whole;
five is a part; one is a part.





8 = 5 and 3 more

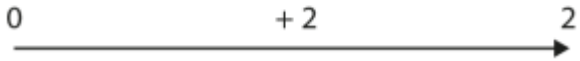


Addition

'Here are some school bags.'

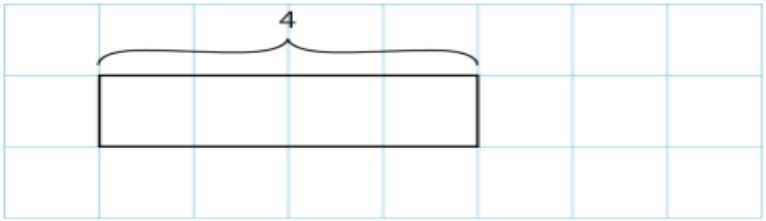
- *'Jay writes down the following expression to describe the bags:*
  5 + 2
  Sally writes 4 + 3.
  Joel writes 2 + 5.
  Who is right?'
- *'Can you write down another expression to describe the bags?'*

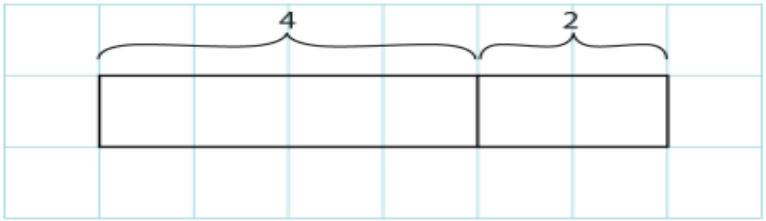
*'**First**, there were no people in the car.*
__Then__, two people got into the car.
__Now__, there are two people in the car.'

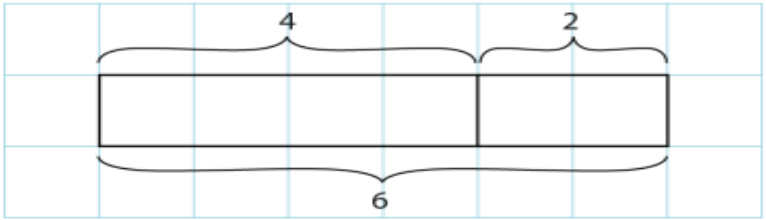


0 + 2 = 2

'__First__, Sarah had four pounds.
__Then__, she was given two pounds more.
__Now__, she has six pounds.'



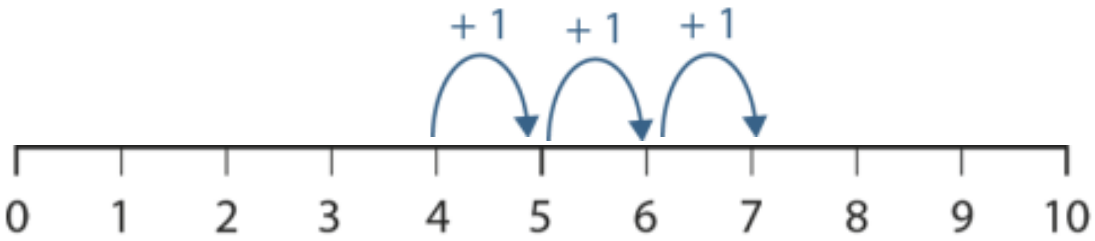




4 + 2 = 6

Addition

1



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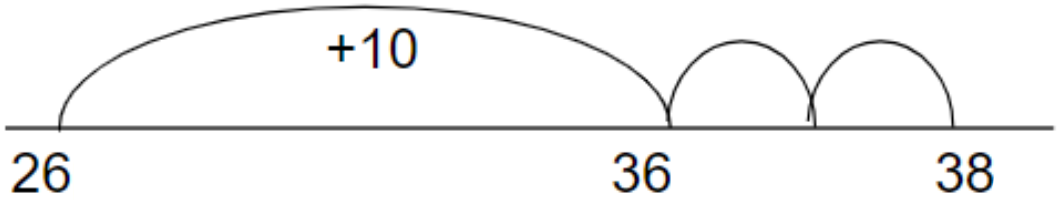
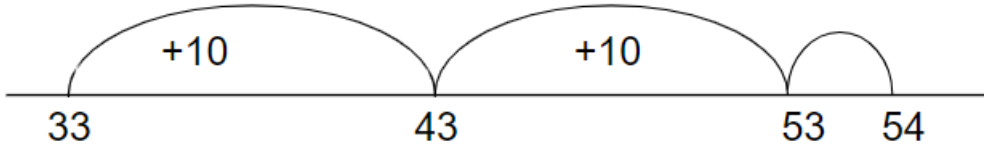
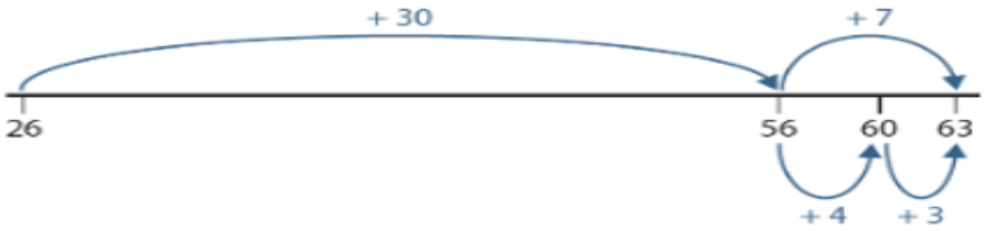


3



4

5

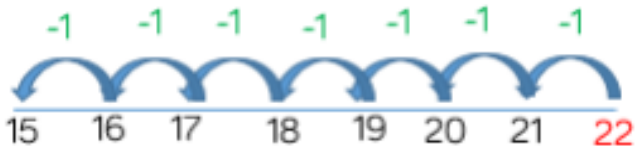


Subtraction

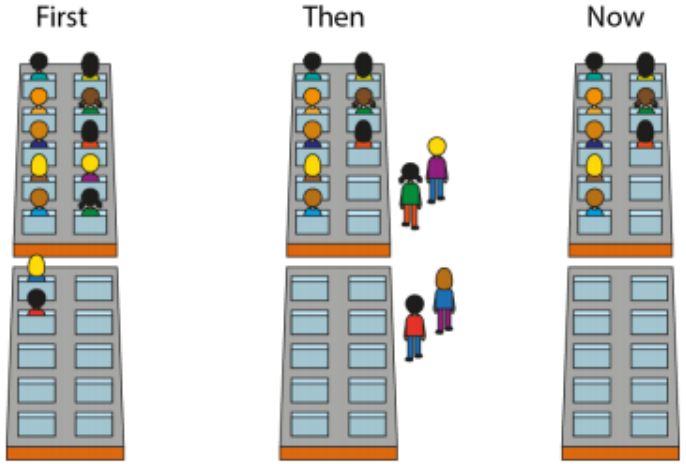
Complete the number sentence.

$7 - 2 = \_\_$

$22 - 7 =$

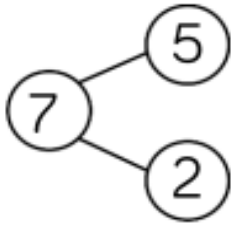


'First there were twelve children on the ride. Then four got off. Now there are eight children on the ride.'



Can we use number bonds to subtract more efficiently?

We can partition 7 into 5 and 2 and use this to bridge the 10



There were 7 birds in a tree and 3 flew away.
Complete the sentences.

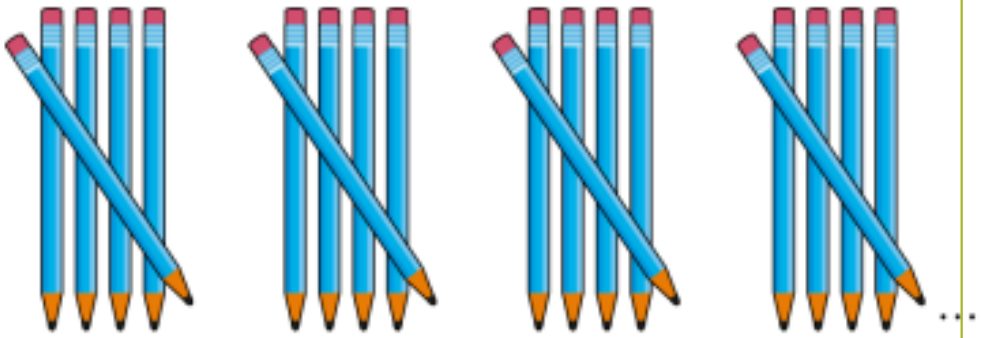
At first there were ___ birds. Then ___ flew away. Now there are ___ birds in the tree.

Multiplication and Division

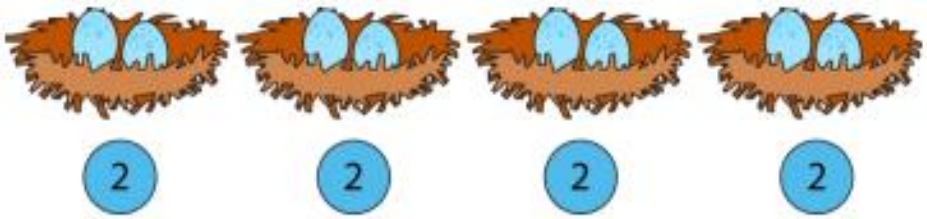
Recall multiplication and division facts for 2 5 and 10 times tables.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Multiplication and Division

Skip counting groups of five – tally arrangement:



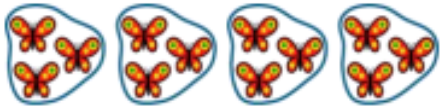
Skip counting in twos – two-pence coins:



$2 + 2 + 2 + 2 = 8$

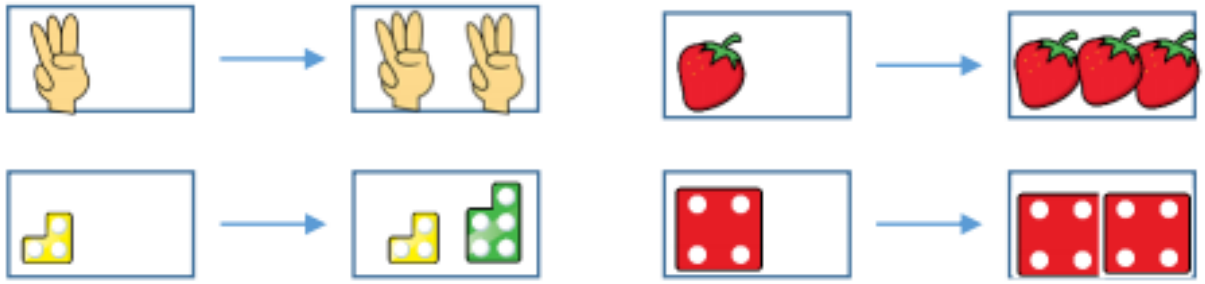
- *'There are four groups of two eggs. There are eight eggs altogether.'*

$4 \times 2 = 8$

	Equal groups	Unequal groups
		
		
		

Multiplication and Division

- Circle the representations which have been doubled:



How many flowers are there altogether?

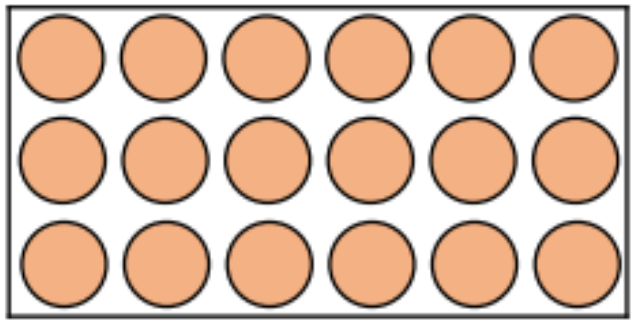
There are ____ flowers in each bunch.
There are ____ bunches.
There are ____ flowers altogether.

___ × ___ = ___

___ lots of 3 = ___

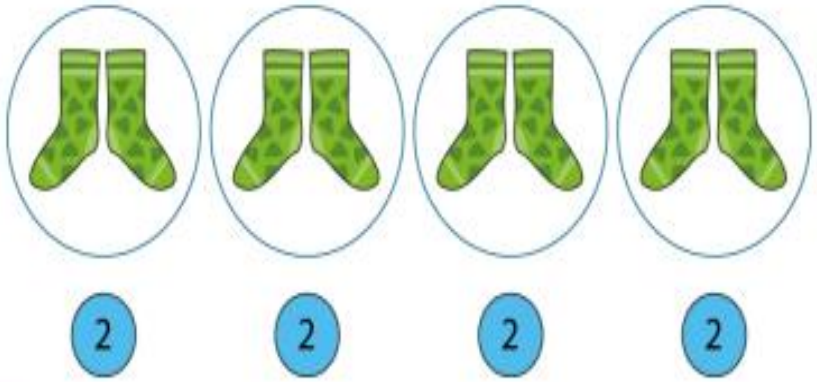
___ multiplied by ___ = 12

Find different ways to solve six lots of three.



Multiplication and Division

'There are eight socks. If I put them into pairs, how many pairs will there be?'

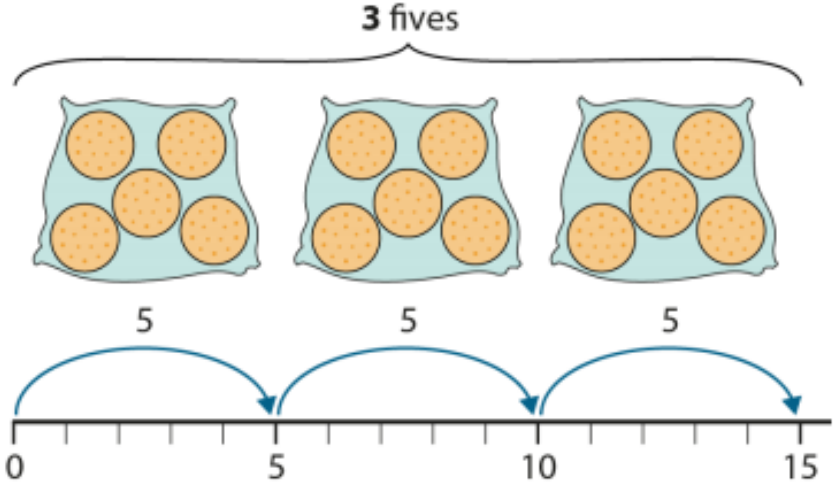


- 'Eight is divided into groups of two. There are four groups.'
- 'There are four groups of two in eight.'

Share the muffins equally between the two plates.
Complete the sentence.

___ cakes shared equally between 2 is ___

Making groups of five:



$5 + 5 + 5 = 15$

$15 \div 5 = 3$

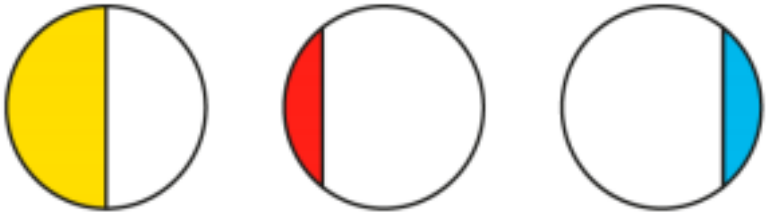
'Fifteen divided into groups of five is equal to three.'

Fractions

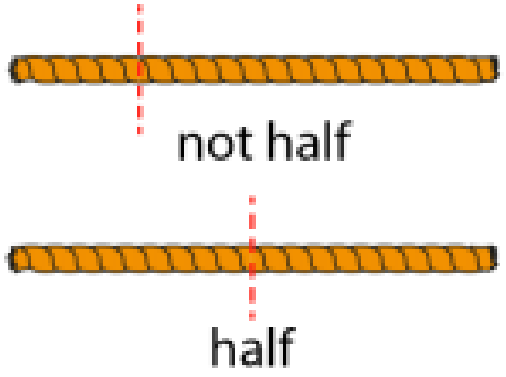
Recognise, find, name and write fractions ½, 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity

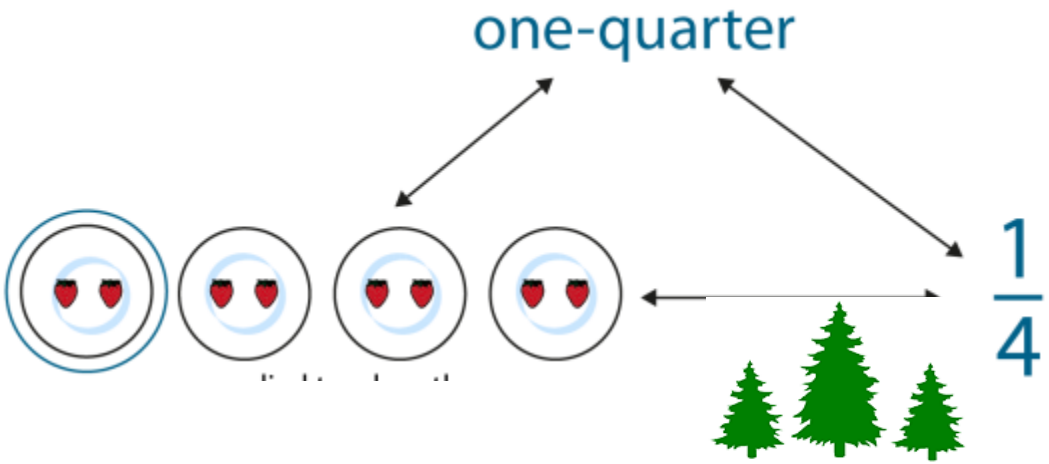
Fractions

'What is the same?'
'What is different?'



- *'The yellow part is a larger part of the whole circle than the red part.'*
- *'The red part and the blue part are equal-sized parts of the whole circle.'*

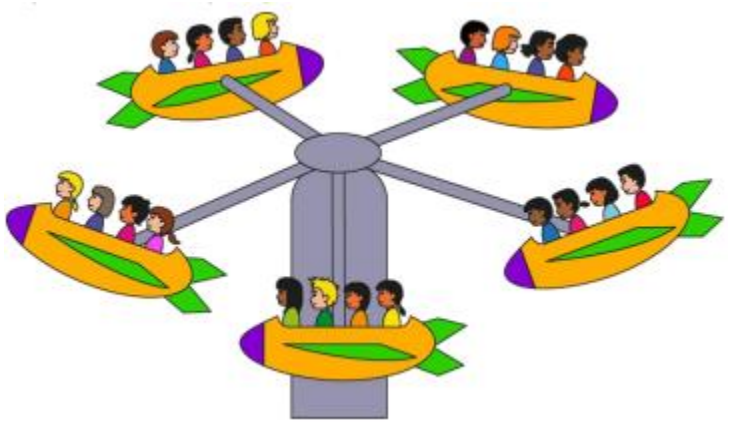




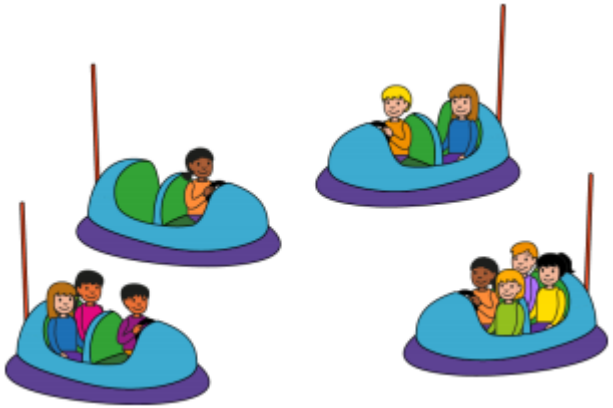
If Europe is the **whole**, then the United Kingdom is **part of the whole.**
If Pinewood Infants is the **whole**, then Butterflies is **part of the whole.**

Fractions

Model	Say	Write	Notation
 one-half	*'The apple has been divided…'*	Write the division bar.	$\frac{1}{2}$
	'…into 2 equal parts…'	Write '2' as the denominator.	
	'…and we have 1 of the parts.'	Write '1' as the numerator.	



The **parts** are **equal**. I know this because the number of people in **each part is the same**.



The **parts** are **unequal**. I know this because the number of people in **each part is not the same**.

Measurement

Measure and begin to record the following (Y2 standard units):

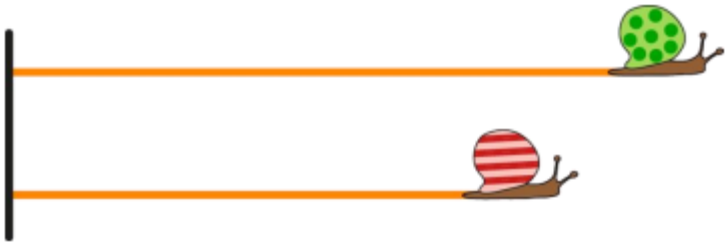
- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)

Money-recognise and know the value of different denominations of coins and notes

Calendar - Name days of the week, weeks, months and years

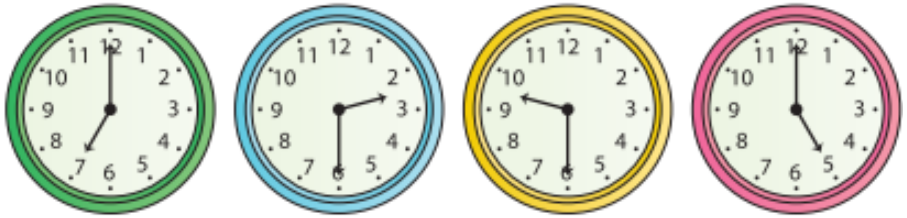
Tell the time to the hour and half past, five minutes, including quarter past/to
draw the hands on a clock face to show these times.

Measurement

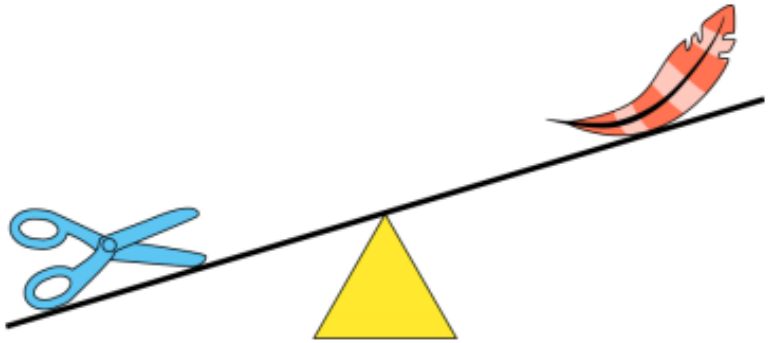


- *'The spotty snail went further than the stripy snail.'*
- *'The stripy snail went less far than the spotty snail.'*

Match the clocks to the following times:

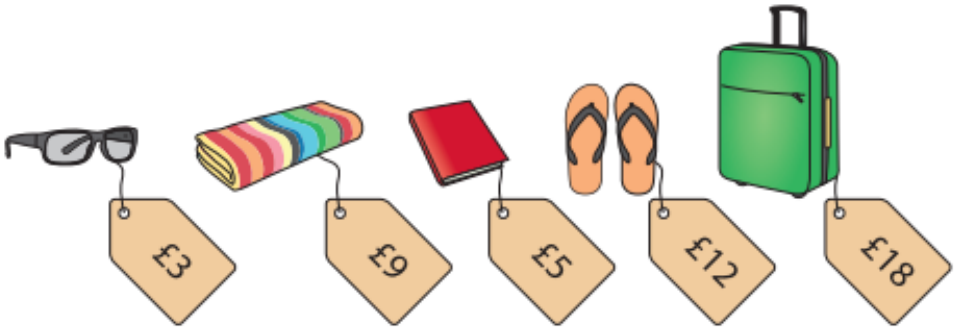


half past nine	five o'clock	half past two	seven o'clock



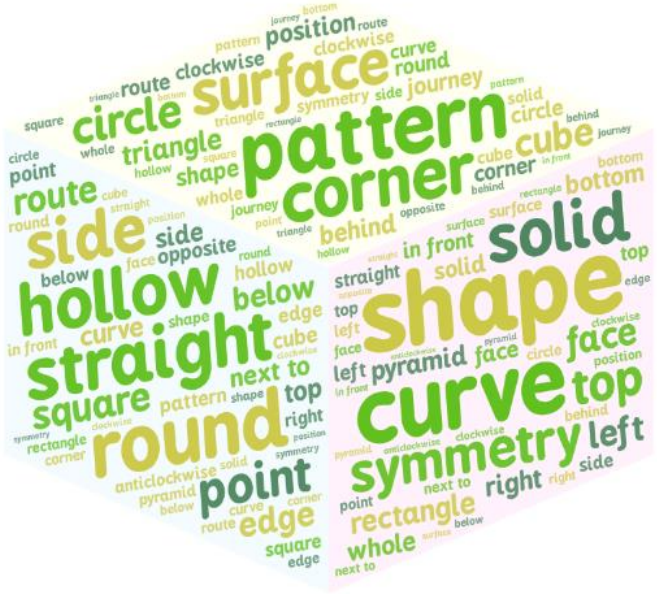
- *'The scissors are heavier than the feather.'*
- *'The feather is lighter than the scissors.'*

Sid says, 'I have bought 2 items for my holiday.
One item cost £9 more than the other. I spent over £15.'
What two items did Sid buy?
The _____ and the _____ .



Make up your own problems using the holiday items.

Geometry



Recognise, name and describe common 2-D and 3-D shapes

Describe position, directions and movements, including whole, half, quarter and three-quarter turns

order and arrange combinations of mathematical objects in patterns and sequences

Geometry

End of Year 1 Expectations

- recognise and name common 2-D and 3-D shapes
- describe position, directions and movements, including whole, half, quarter and three-quarter turns

End of Year 2 Expectations

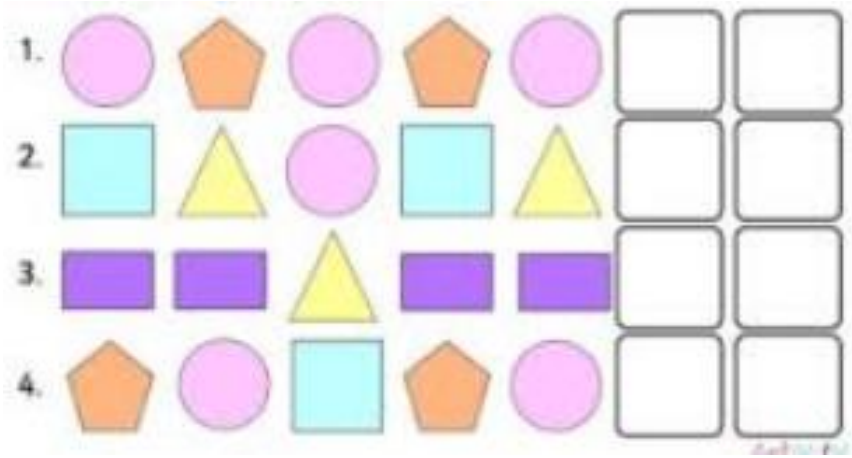
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes
- compare and sort common 2-D and 3-D shapes and everyday objects.
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Geometry

Give directions to a pupil or bee-bot to travel to a different location.

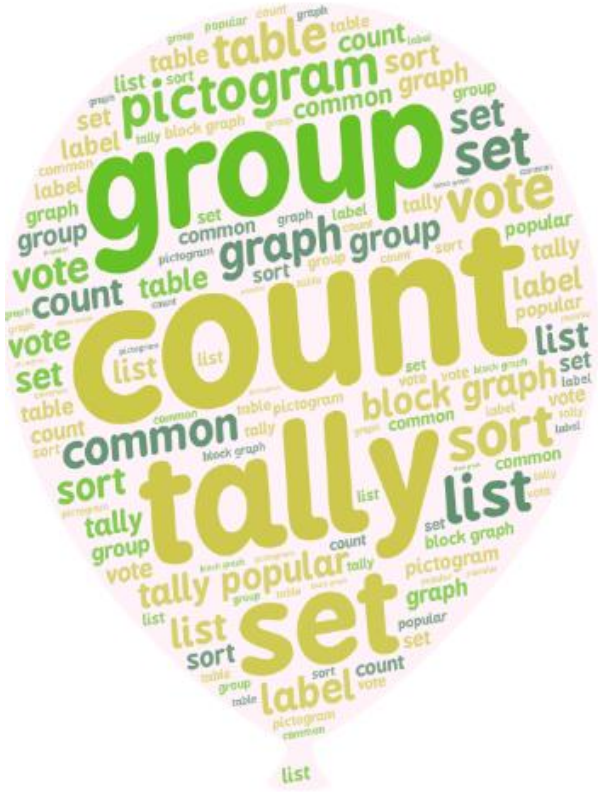
What's the same?
What's different?

What is the next shape in the sequence?

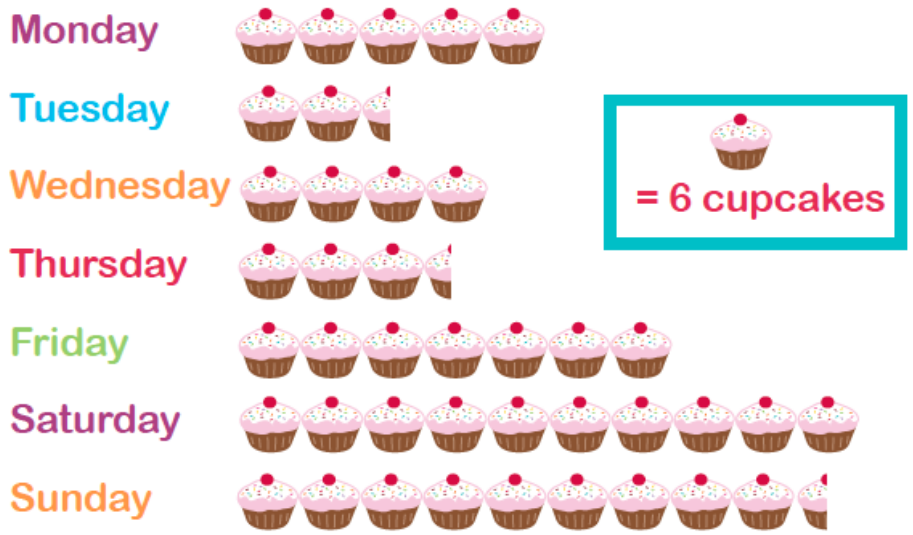


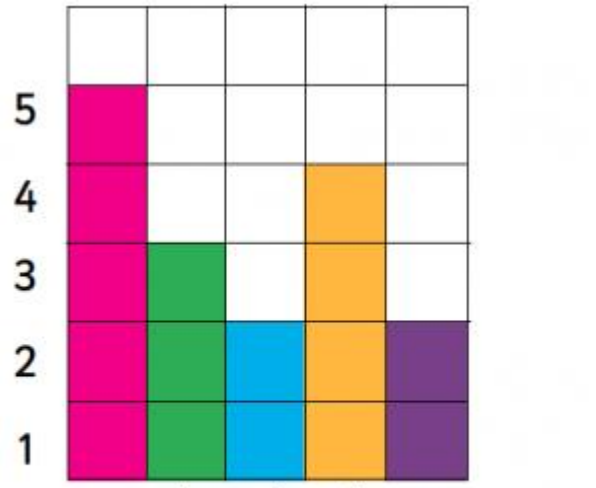
Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and tables.
Ask and answer questions



Statistics





Minion	Tally	Frequency
Bob	𝍸	
Kevin	𝍸	
Stuart	𝍸	

How can you help your child at home?

- **Mathseeds** Weekly
- Cooking- weighing, capacity and time.
- Shopping- money
- DIY – measuring, problem solving
- Pocket money – matching, grouping, making piles of 10p
- Travel- direction, time, waiting etc.
- Clocks – telling the time, TV time.
- Look for numbers in the environment
- Stories – lots of mathematical stories
- Playing games- snakes and ladders, dominoes, cards
- Practice counting forwards and backwards in 1s. Don't always start at 0.
- Encourage the children to write numbers and that digits are the right way round.
- Practice number bonds within 10 and 20.
- Encourage them to make links between what they know and what they need to find out – If you know… then…

Thank you for watching!

Pinewood
Infant School