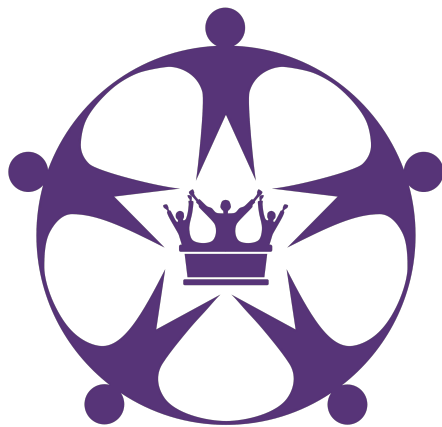




Maths at Tyndale Community School



Aims of Mathematics Teaching

Through mathematics teaching at Tyndale Community School, we encourage children to:

- have a positive attitude towards mathematics
- have resilience and a 'can do attitude' in mathematics
- use mathematical language so they can articulate and express their ideas using correct vocabulary
- have a deep conceptual understanding built on experiencing mathematical concepts in a varied way through a concrete – pictorial – abstract approach
- recall key number facts fluently
- think logically, systematically and flexibly; enabling them to solve increasingly complex mathematical problems

Subject Intent



At Tyndale we teach mathematics using a Mastery Approach, for all learners. Maths mastery means pupils acquiring a deep, long-term, secure and adaptable understanding of maths, rather than being able to memorise key procedures or resort to rote learning. The end goal and expectation is for all pupils to have acquired the fundamental facts and concepts of maths for their year or key stage, developing their mathematical fluency, reasoning and problem solving skills.

Maths lessons are taught within a whole class setting, meaning that all children within a class have access to the same mathematical content. Support and challenge for individual children's needs, occurs within lesson activities, through scaffolding, questioning and interventions. The mastery approach to teaching mathematics involves working through new skills and concepts through concrete → pictorial → abstract stages. The concrete stage to Mastery involves the use of equipment the children can handle and manipulate in order to understand new concepts. Some examples of equipment include hundreds, tens and ones blocks, bead strings, counters and tens frames, 3D shapes, and fraction tiles.

The pictorial stage relates to representing the concrete aspect through drawing pictures and models. These include hundreds, tens and ones tables, part-part-whole grids, fraction segments, number lines and bar models. This stage helps children to 'see' visual representations of the concrete aspects they explored previously, helping them to make connections and be able to break down similar problems. This bridges the real resources to the abstract numbers.

The Abstract Stage relates to children being able to confidently use symbols and digits to represent problems. This is always the last step in the teaching process for new concepts as children need to explore new concepts physically and pictorially in order to make connections and be able to apply their new skill in different situations such as worded problems.

Subject Implementation



EYFS

In Reception, children have daily access to maths related play and explorative activities as well as focused maths 'in the moment' opportunities with teachers. Children's work is recorded in the form of pictures and observations made by adults in the room and can be viewed online using Tapestry.

Mastering Number

Last year (2023/24) we are launching our Mastering Number Programme in Reception, Year 1 and Year 2 classes. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Subject Implementation



KS1 and KS2

Children in Years 1- 6 receive at least an hour a day of dedicated maths teaching, working through a range of mathematical skills across each year, often spiraling and revisiting them throughout. These include: Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Shape, Space and Measure, and Statistics. Children's work is recorded in maths work books which are available to view at any time throughout the year including parents evenings.

Subject Implementation



Planning

As a school, we use a combination of White Rose Maths and Power Maths to support teachers in their planning and teaching of mathematics. White Rose details curriculum coverage and the progression of skills from year to year. This is in line with the maths mastery approach and National Curriculum, building on skills from both term to term and year to year. [Click here to view the Tyndale Maths Curriculum Coverage and Progression Document.](#)

Power Maths works in line with the White Rose curriculum progression, and breaks mathematical concepts down into 'small steps'. These steps are accompanied by suggestions for activities and questions to develop the children's fluency, reasoning and problem solving skills. Teachers use the Power Maths materials and adapt for their class. Part of the planning stage involves teachers carrying out a preassessment of the children's learning, considering the pupil's prerequisite learning. Teachers also use the Ready to Progress criteria (in line with DfE recommendations) to ensure their planning and teaching is supporting their children in their development of maths knowledge and understanding.

Teachers utilise the Power Maths guidance materials, which emphasise likely misconceptions children have and activities are planned to reveal and clarify. The use of Power Maths ensures a consistent approach to questioning in mathematics at Tyndale, as well as encouraging deeper thinking and mathematical mastery.

Subject Implementation



Maths Lesson Curation

Maths lessons from Year 1 to Year 6 include consistent elements; teachers curate lessons using the Power Maths materials to support, as well as revisiting previous maths topics, developing maths fluency and teaching topic specific vocabulary.

Mathematical Fluency

The teaching of mathematics is broken into 3 main areas: fluency, reasoning and problem solving. It is very important that children develop mathematical fluency and are able to recall key facts. When doing this, it enables children to work efficiently and effectively; by not having to 'think too much' about maths facts, it enables children to focus on more complex tasks without getting bogged down in the basics. Mental mathematics strategies are practised each day, whether it be a Do Now activity at the start of the day or a mental/oral maths lesson starter, to encourage children into a mathematical way of thinking for their lesson. Key Instant Recall Facts (KIRFS) is a tool we use to across KS1 and KS2 to develop fluency and rapid recall systematically throughout the school. Every child is assessed at the start of each half term and given a KIRF target. These targets focus on the key facts children need to have at their fingertips (multiplication and division facts, number bonds, halves and doubles, multiplying by 10, 100 , 1000 etc.). Children practise these skills as part of their home learning and are regularly assessed in class to monitor progress.

Revisits

Teachers plan mathematical topics to revisit systematically, ensuring that concepts are understood and spiraled. Teachers use assessments of the children to support this as well as the use of the Power Maths material Power Ups.

Vocabulary

Each lesson includes key vocabulary being shared with the children. Teachers also STEM sentences to support children's learning. Teachers use the Power Maths scheme as well as NCTEM materials to support this.

Subject Overview – Year 1

[Link](#)



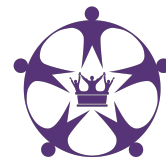
WRM – Year 1 – Scheme of Learning 2.0s



	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	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

Subject Overview – Year 2

[Link](#)



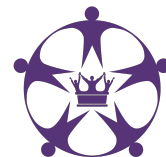
WRM – Year 2 – Scheme of Learning 2.0s



	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	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: <u>Multiplication</u> and Division	
Spring	Number: Multiplication and <u>Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height	Consolidation	
Summer	Geometry: Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations		

Subject Overview – Year 3

[Link](#)



WRM – Year 3 – Scheme of Learning 2.0s



	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	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

Subject Overview – Year 4

[Link](#)



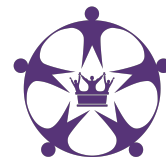
WRM – Year 4 – Scheme of Learning 2.0s



	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	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Properties of Shape			Geometry: Position and Direction	Consolidation

Subject Overview – Year 5

[Link](#)



WRM – Year 5 – Scheme of Learning 2.0s



	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	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division		Measurement: Perimeter and Area		Consolidation
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Number: Decimals				Geometry: Properties of Shape			Geometry: Position and Direction	Measurement: Converting Units		Measurement: Volume	Consolidation

Subject Overview – Year 6

[Link](#)



WRM – Year 6 – Scheme of Learning 2.0s



	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	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Number: Fractions				Geometry: Position and Direction	Consolidation
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation
Summer	Geometry: Properties of Shape		Problem Solving			Statistics		Investigations				Consolidation



Subject Assessment Framework



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less. I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. I can recognise the place value of each digit in a two-digit number (tens, ones). I can identify, represent and estimate numbers using different representations, including the number line. I can compare and order numbers from 0 up to 100; use <, > and = signs. I can read and write numbers to at least 100 in numerals and in words. use place value and number facts to solve problems.	I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones). I can compare and order numbers up to 1000. I can identify, represent and estimate numbers using different representations. I can read and write numbers up to 1000 in numerals and in words. I can solve number problems and practical problems involving these ideas.	I can count in multiples of 6, 7, 9, 25 and 1000. I can find 1000 more or less than a given number. I can count backwards through zero to include negative numbers. I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). I can order and compare numbers beyond 1000. I can identify, represent and estimate numbers using different representations. I can round any number to the nearest 10, 100 or 1000. I can solve number and practical problems that involve all of the above and with increasingly large positive numbers. I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. I can solve number problems and practical problems that involve all of the above. I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. I can round any whole number to a required degree of accuracy. I can use negative numbers in context, and calculate intervals across zero. I can solve number and practical problems that involve all of the above.
Calculations	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. I can represent and use number bonds and related subtraction facts within 20. I can add and subtract one-digit and two-digit numbers to 20, including zero. I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$. I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	I can solve problems with addition and subtraction by: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying my increasing knowledge of mental and written methods. - recalling and using addition and subtraction facts to 20 fluently, and deriving and using related facts up to 100. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones.	I can add and subtract numbers mentally, including: - a three digit number and ones; - a three-digit number and tens; - a three digit number and hundreds. I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction I can estimate the answer to a calculation and use inverse operations to check answers.	I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. I can estimate and use inverse operations to check answers to a calculation. I can solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why. I can recall multiplication and division facts for multiplication tables up to 12×12. I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1, multiplying together three numbers. I can recognise and use factor pairs and commutativity in mental calculations.	I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). I can add and subtract numbers mentally with increasingly large numbers. I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. I can identify multiplier and factors, including finding all factor pairs of a number, and common factors of two numbers. I can know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. I can perform mental calculations, including with mixed operations and large numbers. I can use their knowledge of the order of operations to carry out calculations involving the four operations. I can solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. I can divide numbers up to 4 digits by a two-digit

How we measure progress



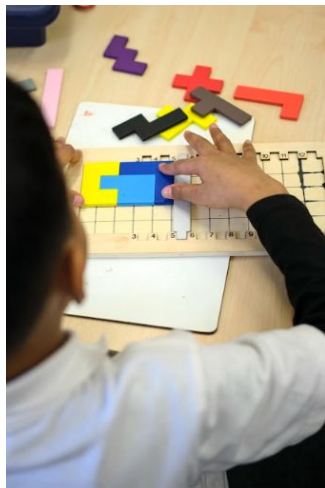
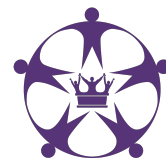
Teachers use ongoing daily assessment of the children's work to inform next steps in teaching - ensuring support and challenge is available. Power Maths' breaks down units of work into 'small steps', supporting teachers in how to plan for misconceptions in children's learning.

Each lesson will have a printed learning objective, that is stuck in the child's book. This gives a context to the learning and explains what a child needs to do to be successful. Class teachers and support staff tick this slip of paper, to explain to the child how successful they were in the lesson and their next step.

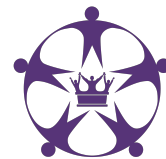
Formal and summative assessment is carried three times each year (October, February and May). In Key Stage 1, this is done through review of children's work, low stakes quizzes and other assessment pieces within phase teams. In Key Stage 2, NTS Assessment Tests are used in the Summer Term to track the progress and attainment of mathematicians. Teachers and the leadership team of Tyndale, use this data to analyse strengths and areas for development for individual pupils and groups of pupils across classes, year groups and phases.

Visits and experiences

World Maths Day 2023



Examples of Learning



KIRFS In KS1

KIRF Targets
Key Instant Recall Facts / Spring Term 2 / Years 1-2

Green	Blue	Purple	Pink
To partition numbers to 10 into 2 groups	To know all doubles and halves to 10	To know all addition and subtraction facts for the 2 times table	To know all addition and subtraction facts for the 5 and 10 times table

Shiva Yasmin Aahil
Layla Zayn Lily
Ibrahim Isla Eva
Jack Amaan Sayed
Kerwe Dillon Julia
Khaled Alisha Phoebe
Thomas Finley Jonathan
Samy Alice
Madison Gabrielle
Yago Freya
Ameya

KIRF challenge 6: To know all doubles and halves to 10

Half 8 = 4	Double 3 = 6 ✓	Half 10 = 5
Half 6 = 3 ✓	Double 1 = 2 ✓	Double 8 = 16
Half 2 = 1 ✓	Double 0 = 0 ✓	Double 7 = 14
Half 0 = 0	Double 9 = 18	Double 6 = 12

Blue KIRF challenge Week 2, Term 5

10 - 4 = 6 ✓	10 - 2 = 8 ✓	7 - 2 = 5 ✓	5 - 0 = 5 ✓
5 + 5 = 10 ✓	0 + 8 = 8 ✓	3 + 6 = 9 ✓	4 - 1 = 3 ✓
3 + 7 = 10 ✓	9 - 4 = 5 ✓	8 + 1 = 9 ✓	4 + 3 = 7 ✓

Purple Pink

To know multiplication and division facts for the 2 times table

To know multiplication and division facts for the 5 and 10 times table

my autumn KIRF folder

1st KIRF assessment: to know 2, 5 and 10 times table

2 x 5 = 10	5 x 7 = 35	2 x 3 = 6
2 x 10 = 20	3 x 10 = 30	2 x 6 = 12
4 x 5 = 20	3 x 5 = 15	2 x 5 = 10
10 x 3 = 30	5 x 3 = 15	2 x 1 = 2
9 x 10 = 90	2 x 10 = 20	6 x 5 = 30
2 x 2 = 4	8 x 10 = 80	6 x 2 = 12

Know all additional and subtraction facts for all numbers between 0 and 10.

Dylan
Cleora
Kassalima

Know all additional and subtraction facts for multiples of 10 to 100.

Rihanna
Miriam
Myles

Lexi
Joel
Anto
Joseph
Vince
Ricardas

Abdulrahman
Rana
Yukta
Theo
Sharif
Joanna
Allegra
Nellie-Jo

Stefani
Juvyn
Aayat

KIRF challenge 6: To know all doubles and halves to multiples of 10 up to 500

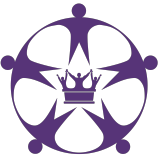
Half 300 = 150	Double 60 = 120	Half 40 = 20	Double 400 = 800
Half 120 = 60	Double 30 = 60	Half 280 = 140	Double 120 = 240
Half 100 = 50	Double 90 = 180	Half 180 = 90	Double 500 = 1000
Half 50 = 25	Double 150 = 300	Half 160 = 80	Double 140 = 280

Pink KIRF challenge Week 2, Term 5

200 + 800 = 1000 ✓	90 - 35 = 55 ✓	400 + 200 = 600 ✓
1000 - 800 = 200 ✓	27 + 73 = 100 ✓	81 + 19 = 100 ✓
35 + 65 = 100 ✓	100 - 65 = 35 ✓	600 - 200 = 400 ✓
100 - 45 = 55 ✓	100 - 72 = 28 ✓	45 + 35 = 80 ✓

Examples of Learning

In KS1



Date: 24/11/2023 **Subject:** Maths

WALT: Recall how to use visuals to add

Success Criteria:

- ✓ Explain what adding means.
- ✓ Use visuals to support solving problems.
- ✓ Answer problems with correct number formation.

0 1 2 3 4 5 6 7 8 9 10

4 + 4 = 8

4 + 2 = 6

6 + 4 = 10

8 + 4 = 12

4 + 4 = 8

Date: Wednesday 20th March **Subject:** Maths

WALT: Apply relevant strategies to answer word problems

Success Criteria:

- ✓ Interpret tally charts, pictograms and block charts accurately
- ✓ Identify important information within a worded problem
- ✓ Select appropriate strategies to total and compare data

1 The diagrams show how 30 children get to school.

Transport	Tally	Number
car		8
bike		6
walk		7
bus		9

a) Complete the tally chart and the block diagram.

b) How many more children walk than take the bus? 2

c) Complete this pictogram to show the same information.

□ represents 2 children.

Transport	Number
car	
bike	
walk	
bus	

3 a) Use the information to complete each diagram of favourite t-shirt colours.

Colour	Number	Colour	Tally	Number
red		red		5
blue		blue		8
green		green		2
black		black		7

Date: Tuesday 16th May 2024 **Subject:** Maths

WALT: Understand and apply quarter, half and three-quarter turns around a point using the terms 'clockwise' and 'anticlockwise'

Success Criteria:

- ✓ Describe a turn around a point, using fractions to describe part turns.
- ✓ Use 'clockwise' and 'anticlockwise' to describe the direction of the turn.
- ✓ Describe a pair of turns in opposite directions that result in the same finishing position, for example, a quarter turn clockwise and a three-quarter turn anticlockwise.

1 Circle the correct word in each sentence.

a) The ladybird moved a quarter turn clockwise.

b) The arrow moved a three-quarter turn clockwise (anticlockwise).

c) The ladybird moved a half turn clockwise.

d) The arrow moved a half turn clockwise.

2 Complete the sentences to describe the turns.

a) The ladybird moved a half turn clockwise.

b) The ladybird moved a quarter turn anticlockwise.

c) The ladybird moved a full turn clockwise.

3 Match each image to the correct description.

Quarter turn clockwise

Whole turn anticlockwise

Half turn clockwise

Date: Thursday 18th April 2024 **Subject:** Maths

WALT: Understand that there are 24 hours in a day.

Success Criteria:

- ✓ Record and compare time in terms of seconds, minutes and hours.
- ✓ Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.
- ✓ Tell and write the time from an analogue clock, including using Roman numerals from I to XII.

Challenge 1

Complete the bar diagrams to show how many hours are in each length of time.

24 hours = 24 hours

1 day = 24 hours

2 days = 48 hours

3 days = 72 hours

1 week = 7 days = 168 hours

Hours in a day

1 Draw the times and label each clock to show 24 hours later.

1 o'clock Wednesday → 1 o'clock Thursday

5 o'clock Friday → 5 o'clock Saturday

6 o'clock Friday → 6 o'clock Saturday

Challenge 2

Colour each grid to show the number of hours in each fraction of a day.

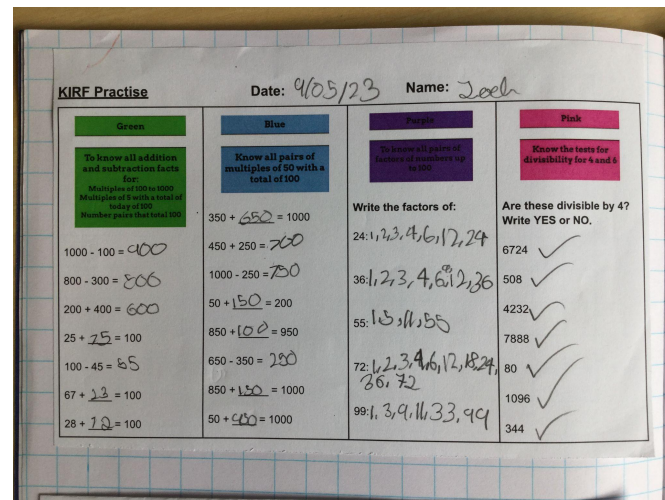
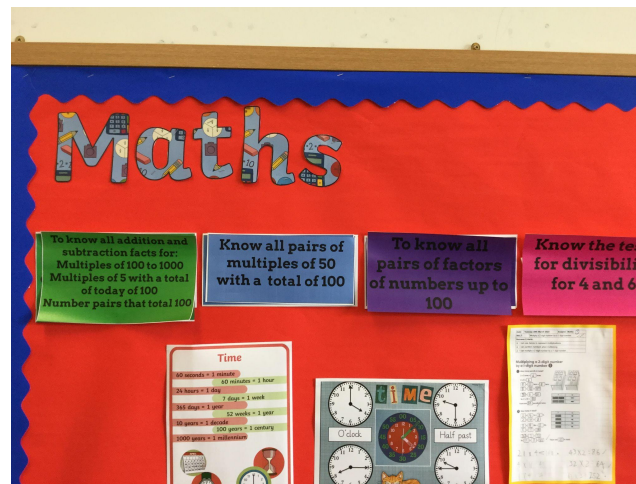
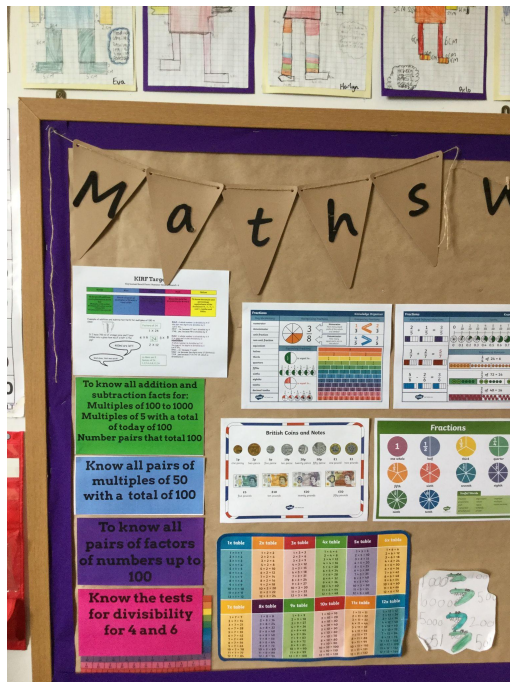
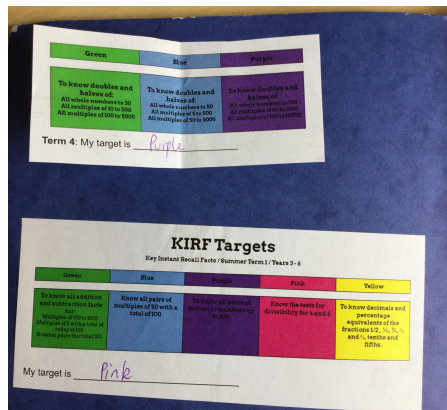
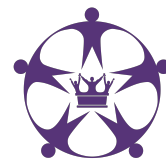
$\frac{1}{2}$ of a day = 12 hours

$\frac{1}{2}$ of a day = 6 hours

$\frac{1}{2}$ of a day = 8 hours

Examples of Learning

KIRFS In KS2



Examples of Learning

In KS2

$x = 20$ ✓
 $x + 4 = 24$ ✓
 ~~$x = 20$~~ ✓
 $\frac{x}{2} = 10$ ✓
 $3x = 60$ ✓
 $2x + 1 = 41$ ✓

$x = 50$ ✓
 $x + 4 = 54$ ✓
 $\frac{x}{2} = 25$ ✓
 $3x = 150$ ✓
 $2x + 1 = 101$ ✓

$30 = 17$ ✓
 $4a) 5 + 5 = 20$ ✓
 $5 = 15$ ✓
 $b) h + 2 = 15$ ✓
 $h = 13$ ✓
 $c) 21 + 15 = 36$ ✓
 $2m = 39$ ✓
 $m = 19.5$ ✓

$1) \bullet = 6, \blacktriangle = 8$ ✓
 $\bullet + \blacktriangle + \blacktriangle = 22$ ✓
 $\bullet + \bullet + \bullet + \blacktriangle = 24$ ✓
 $2) a + b = 11$ ✓
 $b + c = 13$ ✓
 $c + a = 8$ ✓
 $2a + 3c = 21$ ✓
 $10b + a = 83$ ✓

Add these fractions. Colour in the shapes to help you.

a) $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$ ✓

b) $\frac{2}{9} + \frac{3}{9} = \frac{5}{9}$ ✓

c) $\frac{7}{12} + \frac{1}{12} = \frac{8}{12}$ ✓

d) $\frac{5}{10} + \frac{5}{10} = \frac{10}{10} = 1 \text{ whole}$ ✓

The first one is the longest because it has 100 intervals ✓
 The second one is in the shortest because it has 10 ✓
 and it's going up in 10s ✓
 The last one is smallest because it is 10s ✓

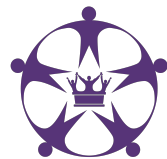
Date: Tuesday 4th June 2024 Subject: Maths
 WALT: Add and subtract decimal numbers with a different number of decimal places
 Success criteria:
 ✓ Use diagrams and concrete resources to solve problems
 ✓ Use number lines and column method to solve problems
 ✓ Explain how answers have been reached

Challenge 1

① $\begin{array}{r} 12.31 \\ - 0.70 \\ \hline 11.61 \end{array}$ ✓
 ② a) $\begin{array}{r} 3.62 \\ + 4.80 \\ \hline 8.42 \end{array}$ ✓ b) $\begin{array}{r} 1.980 \\ - 1.258 \\ \hline 0.722 \end{array}$ ✓
 ③ a) $\begin{array}{r} 33.64 \\ + 4.70 \\ \hline 38.34 \end{array}$ ✓ b) $\begin{array}{r} 9.500 \\ + 4.872 \\ \hline 14.372 \end{array}$ ✓

Challenge 2

④ a) $\begin{array}{r} 16.90 \\ - 11.87 \\ \hline 5.03 \end{array}$ ✓ b) $\begin{array}{r} 117.40 \\ - 3.95 \\ \hline 113.45 \end{array}$ ✓

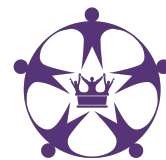


① a) Area of A = 20 cm^2 ✓
 Area of B = 20 cm^2 ✓
 Area B have the same area. ✓
 Yes! ✓

b) Area of C = 48 cm^2 ✓
 Area of D = 48 cm^2 ✓
 Area D have the same area. ✓
 Yes! ✓

②

Pupil Voice



What our children say about Maths:

"It helps to know what numbers look like"

"It's really fun. I like getting good at adding and subtracting"

"It's helping me with my maths work. We do it most days"

"We really enjoy the mastering number."

"I am quicker - I know the numbers straight away!"

"We're getting better at numbers and maths"