Maths
At
St. Caths.
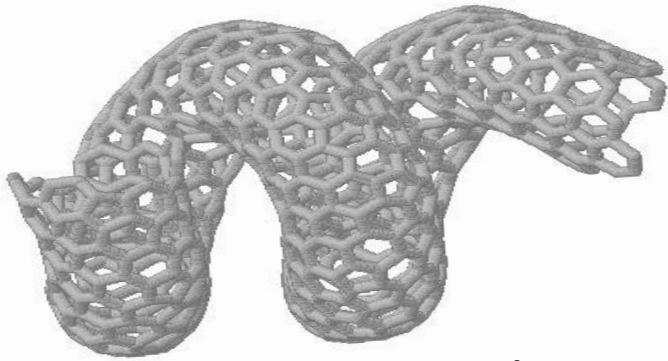
We use our maths skills every day.

At St. Catherine's we have written our own framework for teaching mathematics which has now been updated in line with the new curriculum. This allows us to ensure a clear and embedded understanding of the four rules and their uses. We re-visit the methods a number of times during the year, alongside teaching shape, measures and data handling. This constant revisiting enables children to have experience of the topic in a number of different ways so that they can truly internalise the concept and begin to use it across the curriculum.
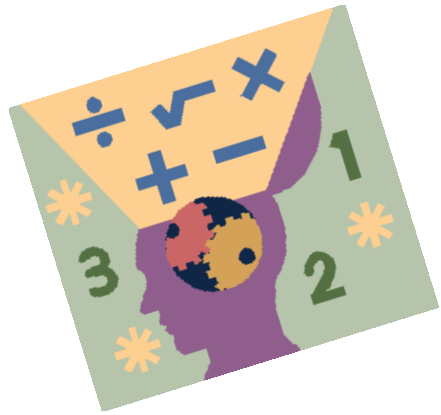
Our guide to the four rules is available on our website. It details how we teach addition, subtraction, multiplication and division from year 1through to year 6. We intend that each child should have a thorough understanding of number and how it is used within each rule and so our teaching is carefully structured to ensure this happens.

Also available on the website is our guide to helping your children learn their tables. A thorough knowledge of the times tables is essential if the children are to easily manipulate number, for example fractions, at the higher levels.

Assessment

We are constantly reviewing and assessing the pupil's progress. Each term we have a formative assessment which shows us where our children are and in which direction we need to target our teaching.

This approach enables us to have flexibility in the groupings.

Assessment Timetable;

•Ongoing teaching assessment at the end of each topic

•Formal assessments in November, February/March and May/June

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

Can you use any of these facts to find out what 40 + 60 makes?

What about 80 + 120?

1 + 19 = 20
2 + 18 = 20
3 + 17 = 20
4 + 16 = 20
5 + 15 = 20
6 + 14 = 20
7 + 13 = 20
8 + 12 = 20
9 + 11 = 20
10 + 10 = 20
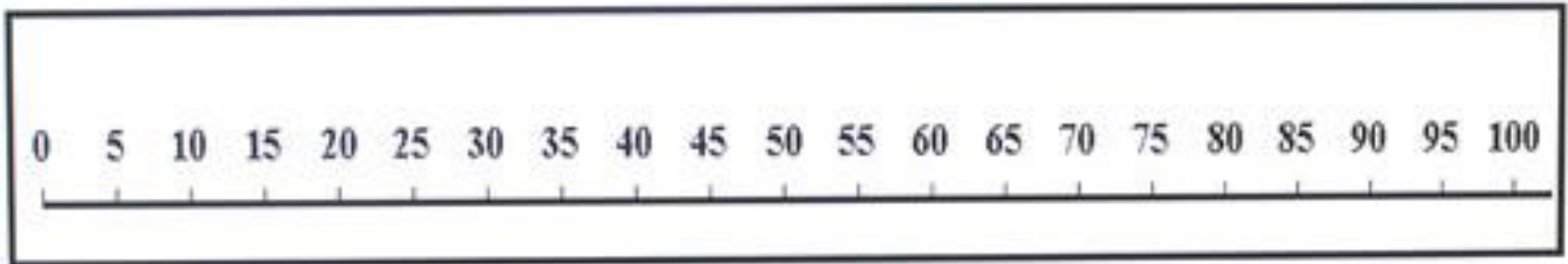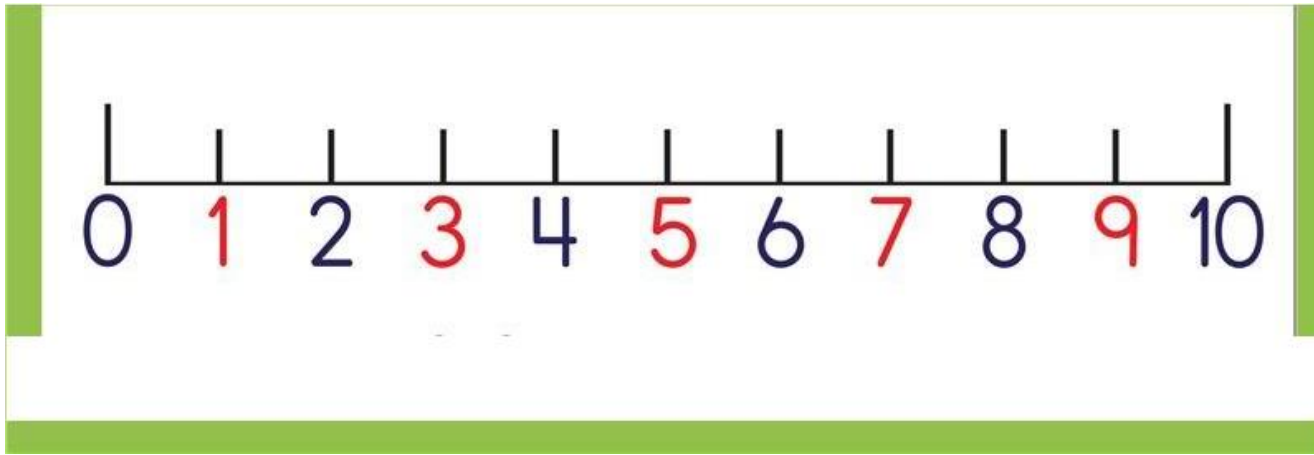
What do I need to add to 50 to make 100?

64?

28?

If I know that double 8 is 16, how will that help me work out 8+7?
What about 16 – 7?

The children start by using a numberline for the four rules. The children are encouraged to notice how addition and multiplication go one way whereas their inverses, subtraction and division, go the other way.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the effect of adding 10 on the 100 square?

What if you subtract 10?

We often use the 100 square or the numberlines in the playground for the children to jump the squares and see the effect.

Vocabulary

Getting the children to understand and use the correct vocabulary is vital. This may seem a bit off putting but after all it's only words...........

All these words mean **+;**
Add   sum   addition
Altogether total increase more

All these words mean '**-**'
Subtract minus take away decrease Difference less

All these words mean '**x**'
Lots of groups of times multiply product double

All these words mean '**÷**'
Halve share group divide
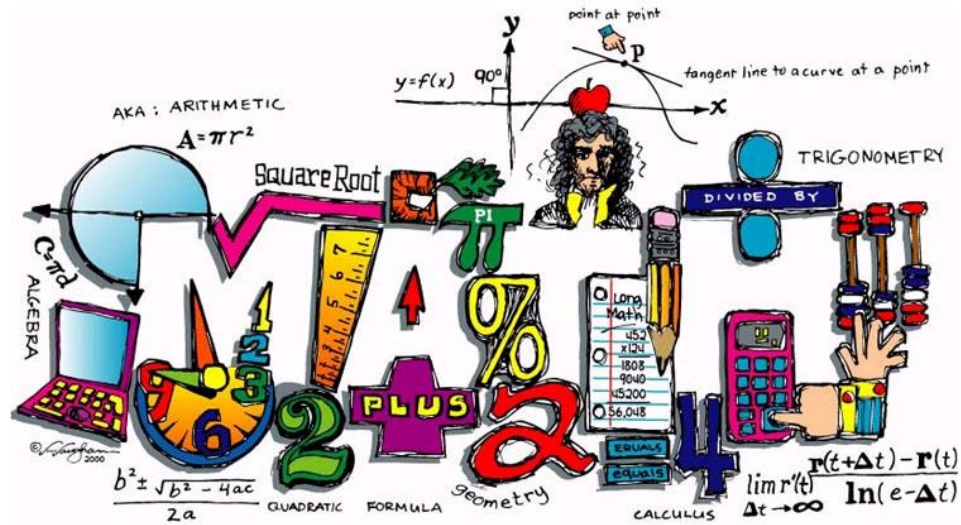
It is a good idea to have a Maths Dictionary at home – to help you and your children!

A good on-line dictionary can be found at http://www.amathsdictionaryforkids.com/

A link to this website can be found on the Maths page of our own website.