Maths

Maths

In maths, the focus is on understanding the concept and not learning procedures by rote, so that as they progress through their education at primary and secondary school, the are set up to succeed and they have strong foundations to their mathematical understanding.

Today, the focus is going to be on modelling some of the concepts we teach in Year 5, so I hope you are already to join in and have a go! Whiteboards ready!

Fluency Sessions

We are part of a national programme called Mastering Number KS2, which focuses on the children developing multiplicative reasoning.

These are 10-15 minutes and run 5 times a week.

This is a priority as a school as children who have a secure understanding of multiplicative reasoning and instant recall of their times table facts, make better progress in KS2 and KS3.

Children also complete fluency booklets daily to support them in learning these facts.

TTRS are a way that children can practice these essential number facts at home. They work there way up through levels and can achieve certificated for their progress. We also have regular tournaments within the school.

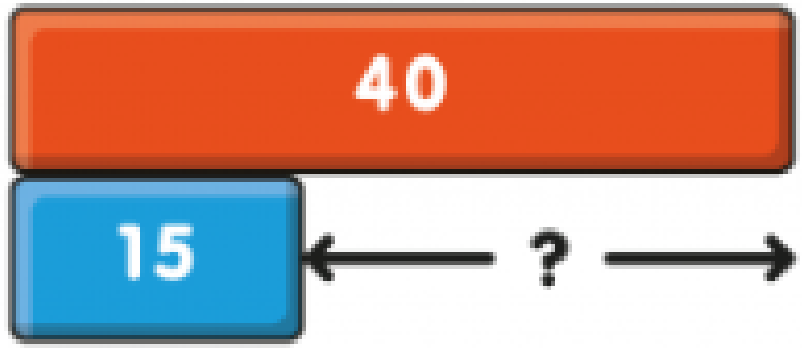
Activity using the resources and modelling strategies

- Long multiplication
- Missing number calculations using bar modelling
- Fractions- fractions of quantity- bar modelling
- Fractions- convert improper to mixed and vis versa
- Equivalent fractions
- Geometry

Activity using the resources and modelling strategies

- Long multiplication
- Let's work out 612 x 24
- First: multiply by 4
- Second: multiply by 20
- Last step: add both answers together

Activity using the resources and modelling strategies



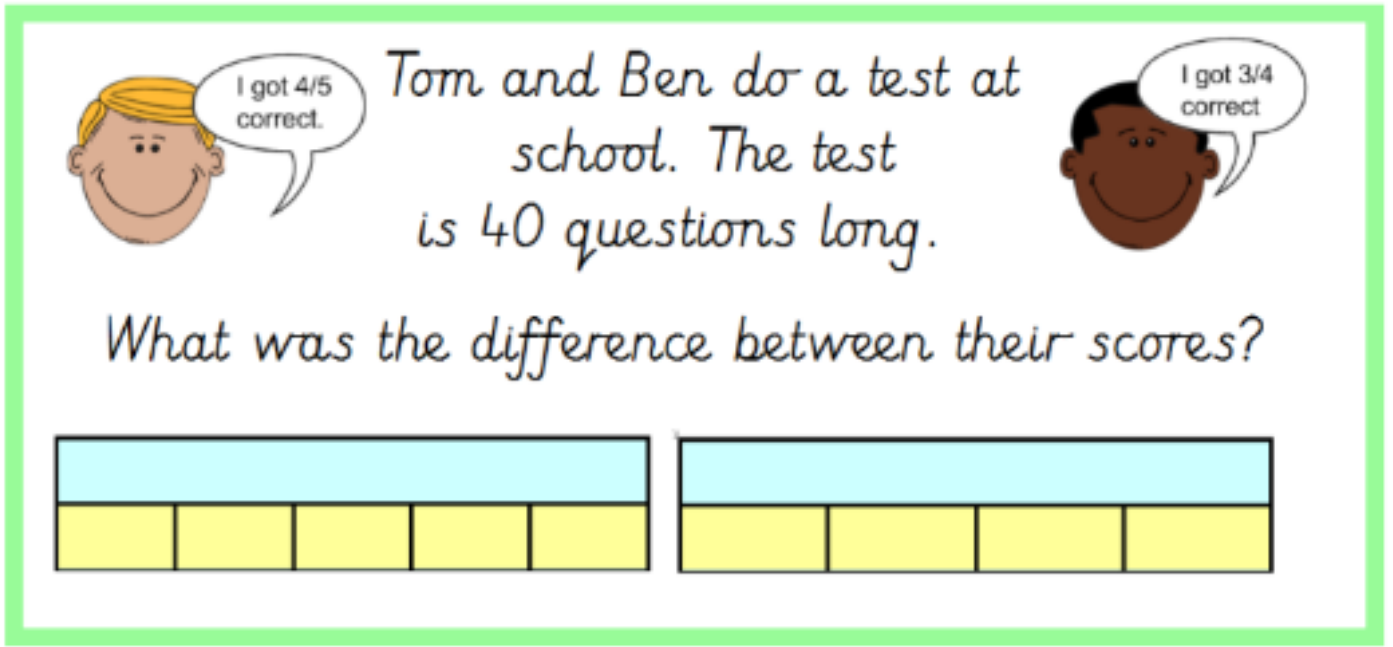
- Missing number calculations using bar modelling

40 - 15 = ?

?	
433	206

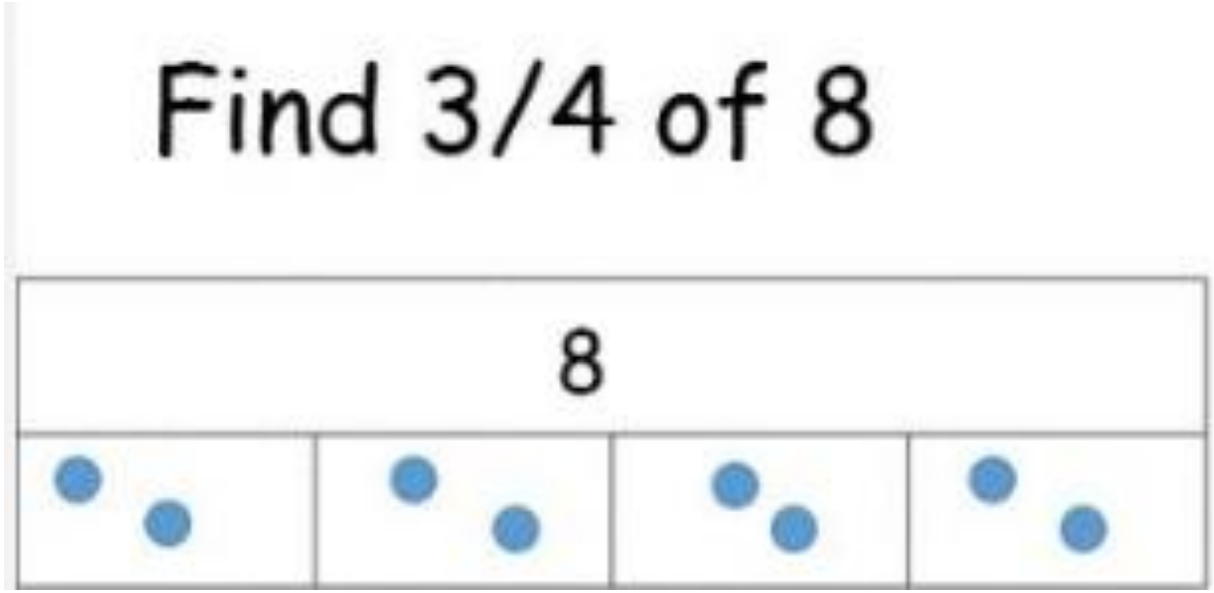
?	
238	154

?	
299	99



Activity using the resources and modelling strategies

- Fractions- fractions of quantity- bar modelling



Activity using the resources and modelling strategies

- Fractions- convert improper to mixed and vice versa
- IMPROPER – the numerator is greater than the denominator
- When the numerator and denominator are the same digit, the fraction is equal to whole

- $\frac{14}{3}$
- $\frac{17}{5}$

$\frac{3}{4}$

Numerator

How many equal parts do you have?

Denominator

How many equal parts is the whole divided into?

Activity using the resources and modelling strategies

- Geometry

- AREA = width x length
- Perimeter = the length around the outside of a shape
- ANGLES – right, acute, obtuse