Maths at Charvil 2024-2025 Parents Information Meeting 13/3/2025

CHARVIL PIGGOTT PRIMARY SCHOOL
PART OF THE PIGGOTT CHURCH OF ENGLAND ACADEMY

Explore

- What can you see?

- What patterns can you spot?

- What maths can you see in this image?

Aims

- Our Vision for Maths

- Teaching for Mastery

- CPA Approach

- Elements from a typical Maths Lesson

- KIRFs rationale

- Further Resources for Parents

"Mathematics for All"

Developing students' mathematical skills and understanding, reasoning and confidence to help to prepare them for their future lives

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Mastery Approach

- Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.

- Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.

- Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.

- Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.
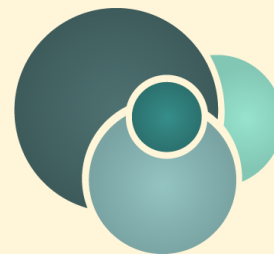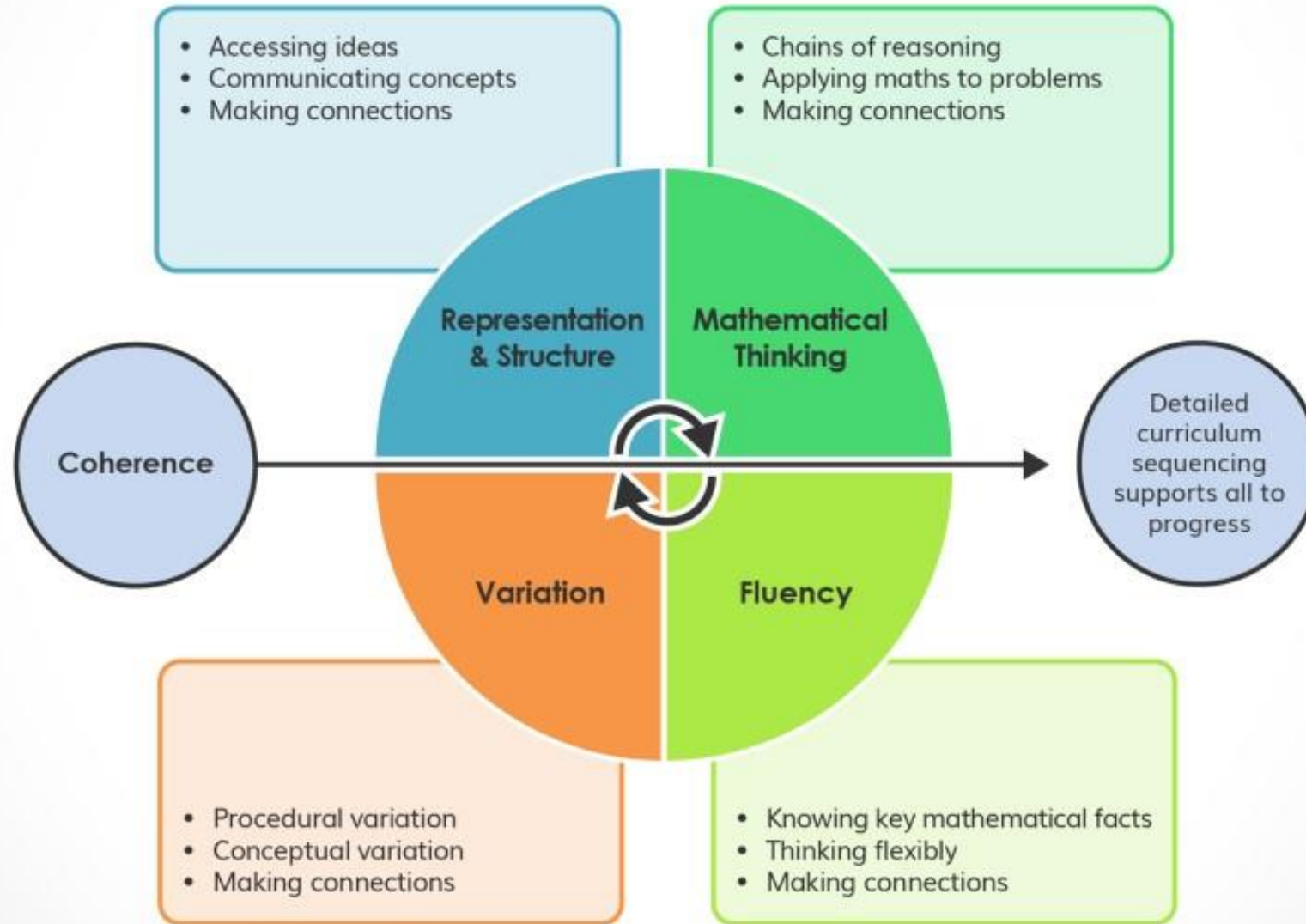
NCETM

NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Teaching for Mastery
Five Big Ideas

- Accessing ideas
- Communicating concepts
- Making connections

- Chains of reasoning
- Applying maths to problems
- Making connections

Representation & Structure

Mathematical Thinking

Coherence

Detailed curriculum sequencing supports all to progress

Variation

Fluency

- Procedural variation
- Conceptual variation
- Making connections

- Knowing key mathematical facts
- Thinking flexibly
- Making connections

#MathsEveryoneCan

White Rose Maths

Representation and Structure: CPA Approach

- Concrete – Pictorial – Abstract
- It moves from hands-on learning to visual representations and finally to abstract symbols.
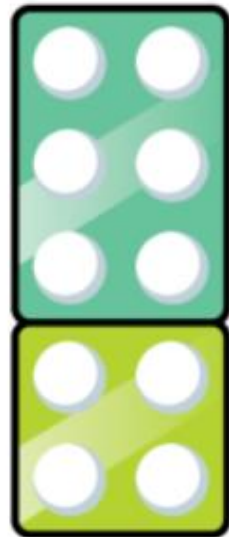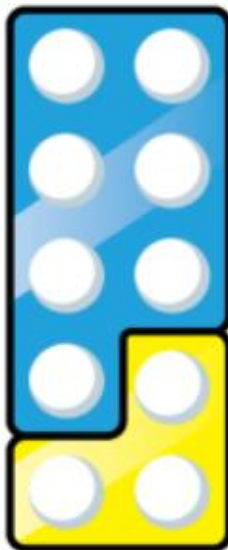- It's about making maths more accessible and engaging for all learners.
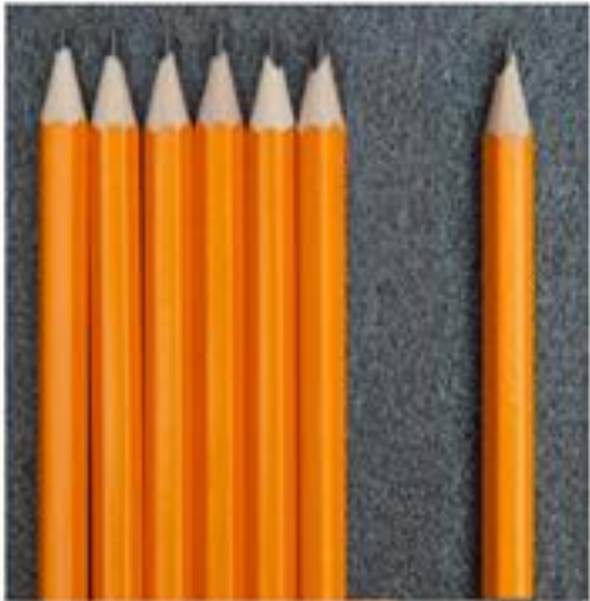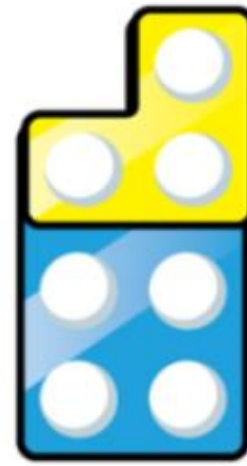
$7 = 4 + 3$ $7 = 3 + 4$ $7 - 3 = 4$
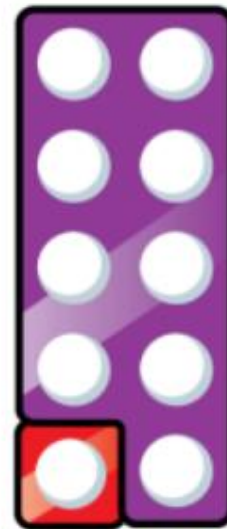
6+4   7+3   8+2   9+1

$$3 + \_ = 7$$

$$11 + \_ = 12$$

$$\_ + 2 = 9$$

$$\_ + 5 = 18$$

$$x + 2y = 20$$

x and y are whole numbers **less than 10**
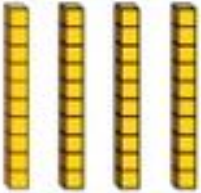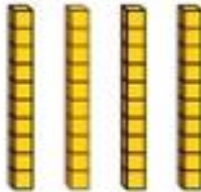
What could x and y be?

$x =$

$y =$

47 + 36

148 + 43

Hundreds	Tens	Ones

	H	T	O
	1	4	8
+		4	3

Daily Maths Lesson

Flashback Four	Explore	Teach	Group/Paired/Independent Activity	Review

Fluency: Flashback Four

- Daily retrieval practice activity
- Includes a questions from a topic covered:
  - Last lesson
  - Last week
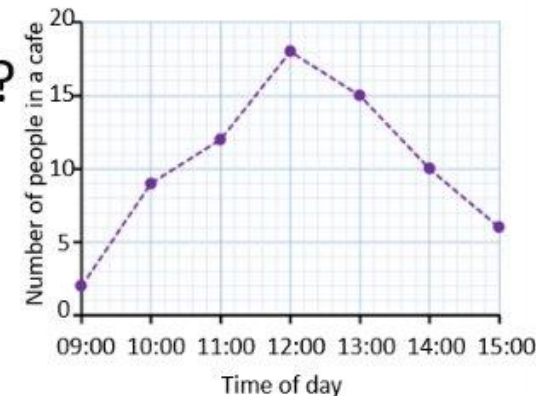 - Two/Three weeks ago
  - Last term/Last year
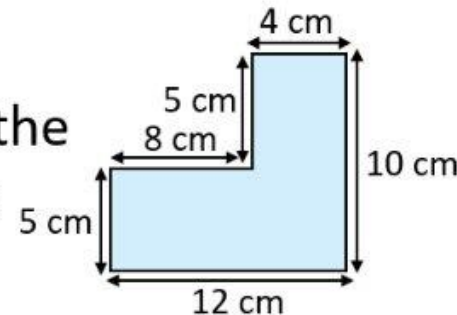
Mathematical Thinking: Explore

- What can you see?
- What patterns can you spot?

Vocabulary

- Lots of
- Groups of
- Array
- Times Table
- Number Fact Family

Maths Lesson: Teach

- Builds on new learning by teacher modelling under visualiser/flip chart paper which is **clearly linked to group paired/independent/pupil practice**

- Use of CPA approach (see handout from 10 minute CPD) is modelled

- Use of key questions/sentence stems/vocabulary from White Rose Schemes of Learning is modelled

- Presentation procedure is modelled

Maths Lesson Teach: Group/Paired/Independent Activity and Review

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36

Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = 21

c) $\frac{1}{4}$ of 92 = 23

b) $\frac{1}{4}$ of 48 = 12

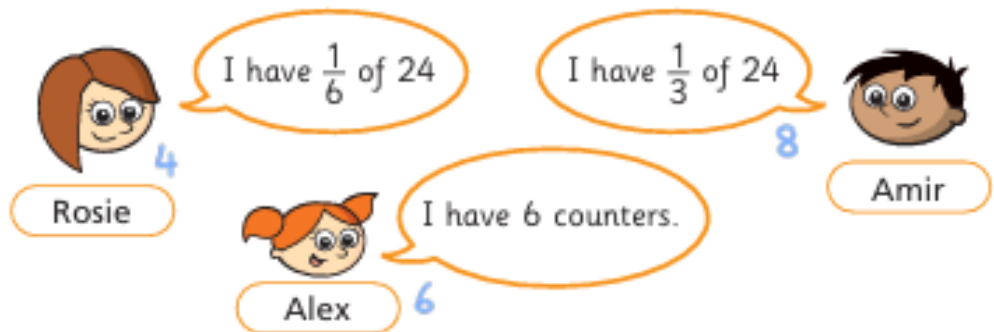**6** Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

8 Complete the number sentences.

a) $\frac{1}{2}$ of 60 = 30

c) $\frac{1}{5}$ of 250 = 50

b) $\frac{1}{4}$ of 80 = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.

Rosie: I have $\frac{1}{6}$ of 24 — 4

Amir: I have $\frac{1}{3}$ of 24 — 8

Alex: I have 6 counters. — 6

a) Order the children from least counters to most counters.

Fluency: KIRFS

- Key Instant Recall Facts
- New to Charvil this academic year – programme to provide children with a bank of number facts that they can draw on instantly to support with calculation work

Charvil Piggott

Primary School

A Church of England Academy

Key Instan[t]

Year 4 –

I know number b[o...]

By the end of this half term, children should know to recall these facts **instantly**.

Some examples:

60 + 40 = 100	37 + 63 = 100
40 + 60 = 100	63 + 37 = 100
100 − 40 = 60	100 − 63 = 37
100 − 60 = 40	100 − 37 = 63
75 + 25 = 100	48 + 52 = 100

Fluency: KIRFS

- The overall aim is for the children to know their KIRFs with **instant** recall.

- KIRFs document also includes a list of practical ideas for parents

How Parents Can Help

- Provide concrete materials
- Promote the use of drawing and visual representation
- Look for real-life situation – ==telling the time==; cooking; handling money; grocery shopping
- Support maths talk – asking questions to promote deeper understanding
- Foster a positive attitude towards maths – model it!

Further Resources

- School Website

- White Rose Maths Schemes of Work

- White Rose Maths Videos - vimeo

- Calculation Policies (School Website)

- Numberblocks