

The background is a dark grey collage of various educational icons drawn in a chalk-like style. These include a large letter 'V' in the top left, a globe in the top center, a microscope on the left side, a stack of books at the bottom left, a plus sign and a compass in the bottom center, and a percentage sign and a less-than sign in the bottom right.

Stay and Maths 2018

Year 6

Who said this?

“Mathematics is a **creative** and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most **intriguing problems**. It is **essential to everyday life**, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for **understanding the world**, the ability to reason mathematically, an appreciation of the **beauty and power of mathematics**, and a sense of enjoyment and curiosity about the subject.”

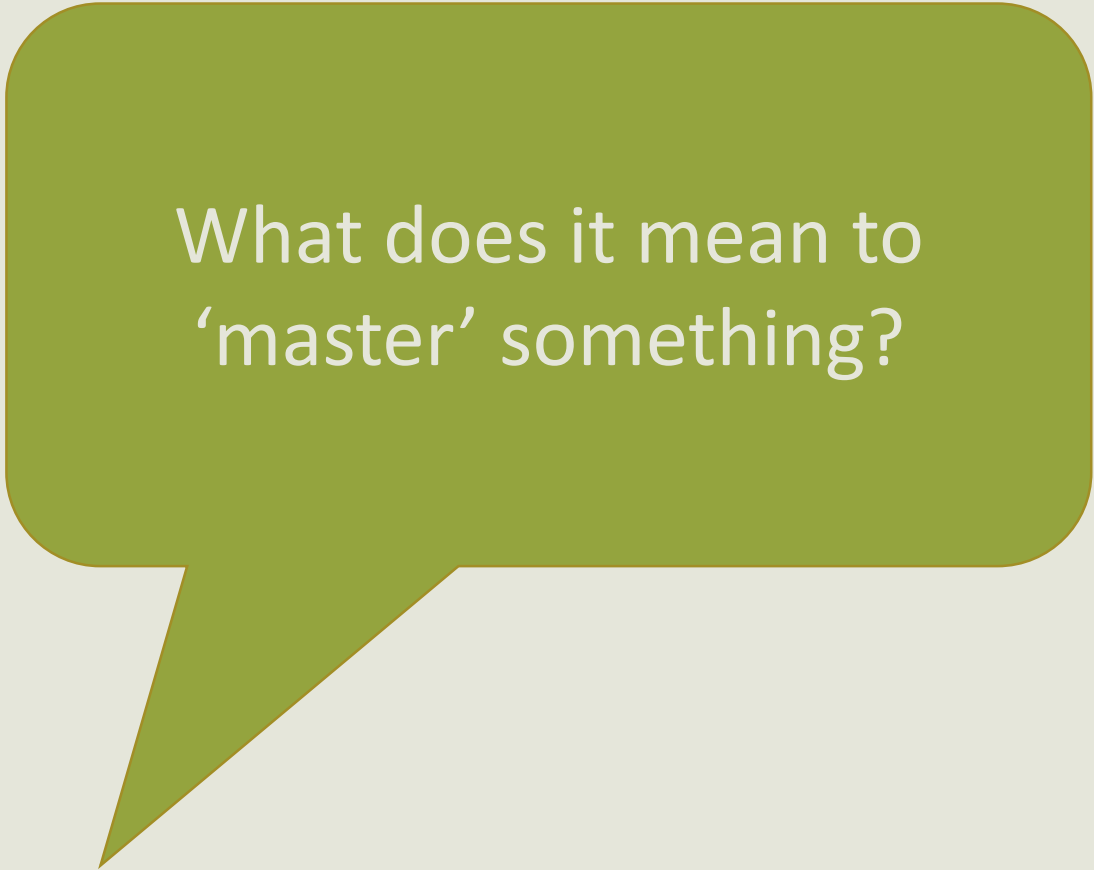
National Curriculum Mathematics Programme of Study

National Curriculum Aims

The national curriculum for mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics ... so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalizations and developing argument, justification and proof using mathematical language
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems... and persevering in seeking solutions

- “The expectation is that the majority of pupils will move through the programmes of study at **broadly the same pace**”
- Children who get it quickly are challenged through deep problem solving activities
- Children who struggle are given extra support
- We want everyone to ‘**master maths**’



What does it mean to
'master' something?

I have mastered something when ...

- I know how to do it
- It becomes automatic and I don't need to think about it- for example driving a car
- I'm really good at doing it – painting a room, or a picture
- I can show someone else how to do it.

Mastery of Mathematics is more.....

- Learning that is **deep** and sustainable learning
- The ability to build on something that has already been sufficiently mastered
- The ability to reason about a concept and make connections
- Understanding 'how' and 'why'

I Can MASTER

Maths!



By explaining it.



By drawing it.



By showing it in
different ways.



By teaching it.

How do
you know?

If we know
that, what
else do we
know?

Can you show me
in another way?

Can you
prove it?

Examples of Reasoning

Use the digit cards to complete the statements below:



$$\frac{\boxed{}}{\boxed{}} > \frac{\boxed{}}{\boxed{}} \quad \frac{\boxed{}}{\boxed{4}} < \frac{\boxed{6}}{\boxed{}}$$

Find three examples of ways you could complete the statement:

$$\frac{\boxed{}}{\boxed{}} < \frac{\boxed{}}{\boxed{}}$$

Can one of your ways include an improper fraction?

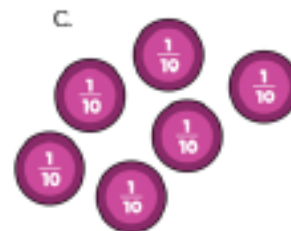
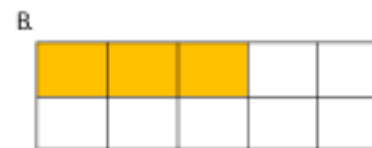
In a fruit bowl, there are 2 apples for every 5 bananas.



There are 8 apples in the fruit bowl.

How many pieces of fruit are there in the fruit bowl in total?

Odd one out.

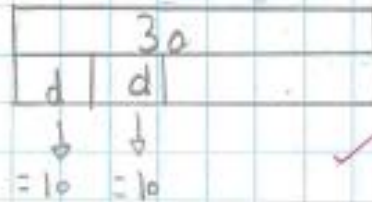


Which is the odd one out and why?

Using the bar model to help solve algebraic equations

Lo. Core

4. $30 - 2d = 10$



5.

$\frac{9}{18} = 0.5$



6

$\frac{24}{8} = 6$

$24 =$

$24 \div 4 = 6$

You can do this :)

$10 \div \square = 2$

x	4x	4x + 2
12	48	50
9	36	38
	100	102


Making connections with other areas of maths


Now they are confident in the abstract

Explaining
'why' and
'how' e.g.
angles on a
straight line
add up to 180°

Children have to
come up with
own examples
to meet criteria

28.2.18 10: I can find unknown angles in regular polygons.

 $= 180^\circ$

 $= 360^\circ$

Type of Triangle	Angle 1	Angle 2	Angle 3
Isosceles	90°	45°	45°
Right-angled	80°	70°	30°

<http://www.holytrinityceschool.org/maths>



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At Holy Trinity we believe all children can achieve in Maths. We don't believe there are some people who "just can't do maths".

Doing Maths is like playing a musical instrument - it takes practice. Your Maths brain is like any other muscle that gets better the more you use it.

National Curriculum Aims for Maths

Our Approach

How can I help my child with Maths?

Learn number facts

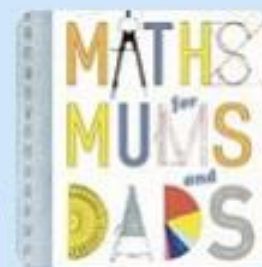
Addition & Subtraction

Multiplication & Division

Fractions

Bar Model

Key Words



Apps & Websites



What will my child learn this year?



Y1 Topics	Y2 Topics	Y3 Topics	Y4 Topics	Y5 Topics	Y6 Topics
Y1 Objectives	Y2 Objectives	Y3 Objectives	Y4 Objectives	Y5 Objectives	Y6 Objectives

<http://www.holytrinityceschool.org/maths>

Everyone can
learn maths
to high levels!

Believe in yourself,
it changes
what you can do!

Maths is about
creativity and
making sense!

Mistakes and
challenge are
the best times for
your brain!



youcubed Maths Class Norms

Maths is about
learning
not performing!

Questions & discussions
deepen your
mathematical
understanding!

Visualize and make
connections to
strengthen your brain!

Depth is more
important
than speed!

Feedback Forms

