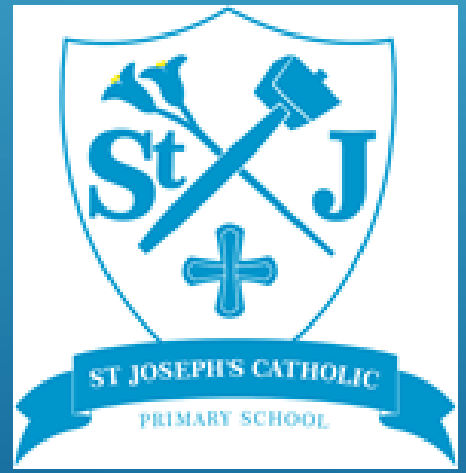
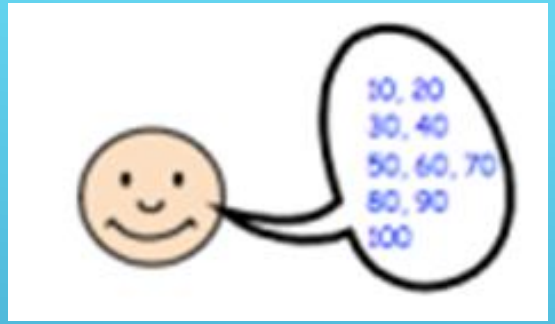
MATH'S PARENT WORKSHOP
MAY 2023



FOUNDATION YEAR



Really key is number formation. Like with handwriting, its important that Number formation is correct. Classic mistake is 5 looking like an S.

Encourage your child to count objects (concrete resources).
Draw pictures to help them work at the answers.

Children being able to chant in 2s, 5s and 10s.

Start to introduce counting objects in 2s if your child is ready.
Using objects at home to add and take away.

- Be confident with number bonds to 5, then 10.
- Building numbers beyond 10 using practical resources.
- Recall double facts.
- Count, read and order numbers from 0 to 20
- Explore how quantities can be distributed equally.
- Explore evens and odds.
- Explore numerical patterns and 'subitise' – recognise amounts without counting

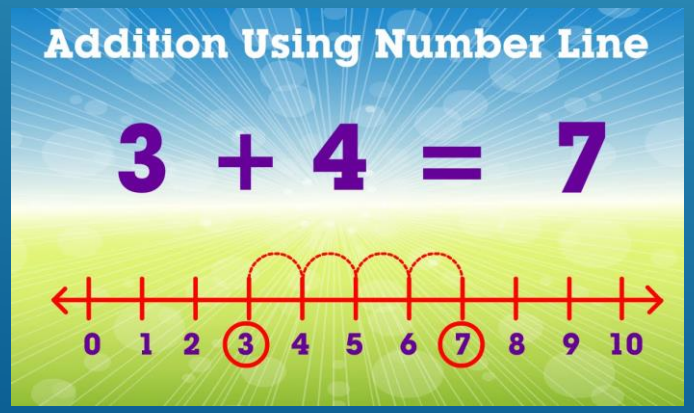
YEAR 1

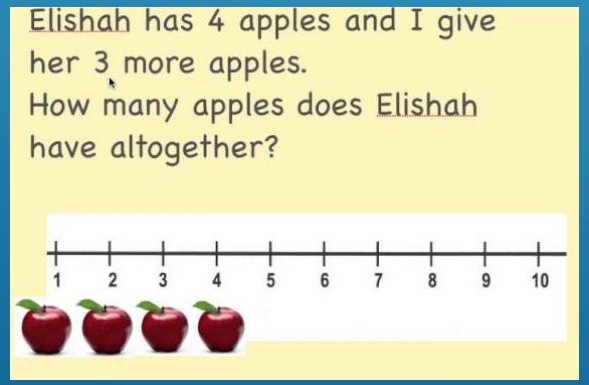
- We want children to be confidence with their number bonds to 10 and 20
- e.g. 9 + ___ = 10 ____ + 16 = 20
- Making doubles
- We develop children's ability to count in 2s, 5s and 10s towards the end of Year 1.
- Understanding of Fractions such as ½ and ¼ start to get developed. (Shapes & Quantities)

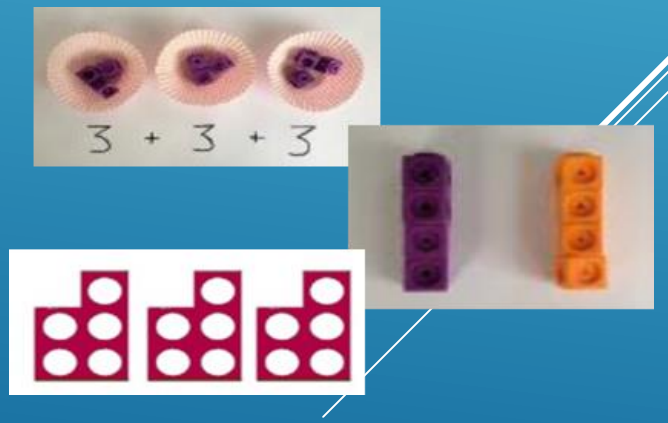
- Encourage your child to count objects (concrete resources/manipulatives). Draw pictures to help them work at the answers.

- Counting in 1s to 100 forwards and backwards also really important and ensuring children recognise their numbers.

- Telling the time to hour and half-hour.



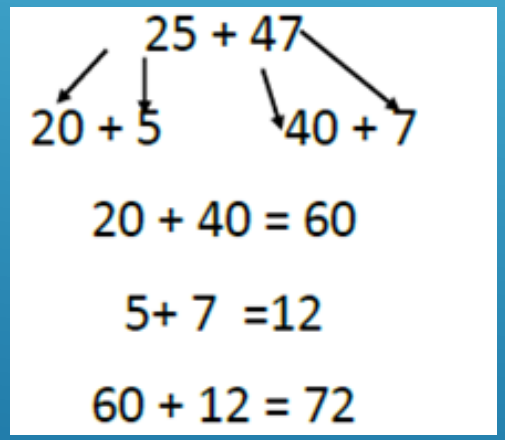


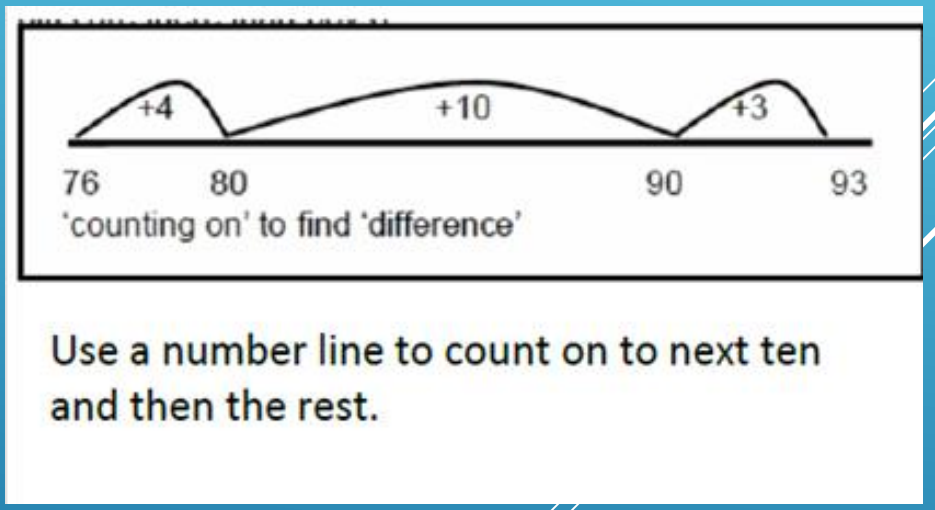


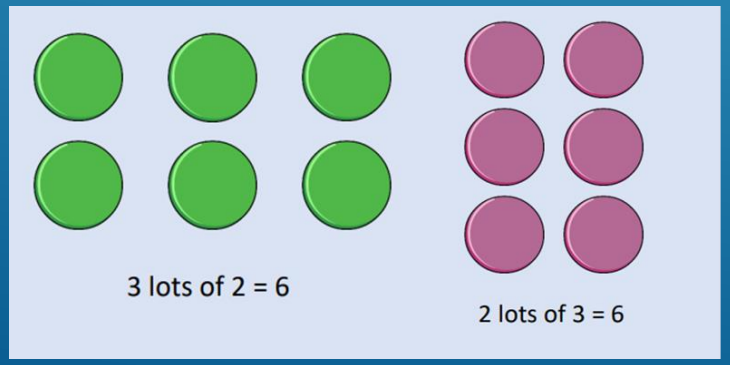
YEAR 2

As a precursor for times tables, we develop the children's knowledge of counting by using arrays. Counting in 2s, 5s and 10s would be our first aim. (Repeated addition moving to multiplication)
Bonds to 100 (tens) e.g. 60 + ? = 100
Subtract two 2-digit numbers
Focus on what a fraction is and use fractions of shapes to show ½ is equal to 2/4

93-76=







YEAR 3

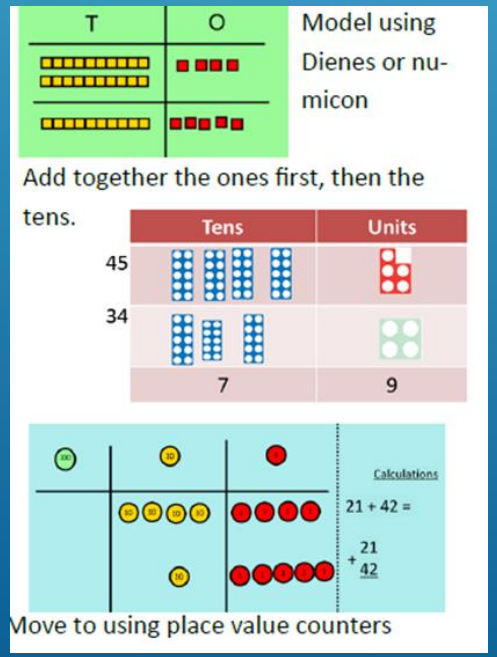
78 + 46 = 124

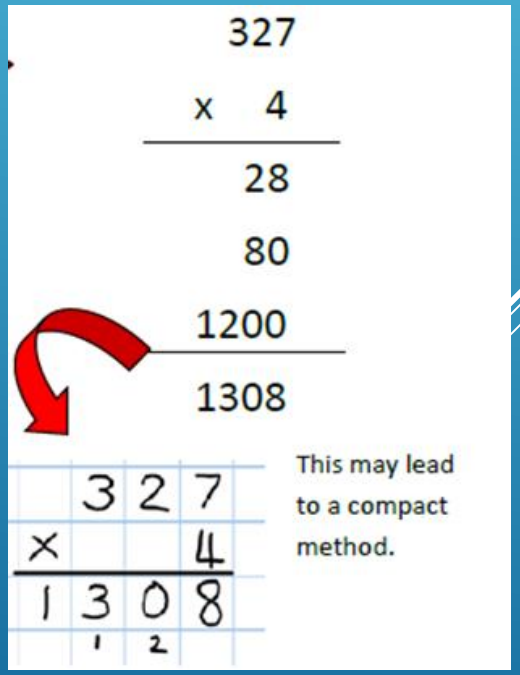
70 + 40 + 6

78 +40 118 + 124

Mass and capacity
- Measure capacity and volume in millilitres and litres
- Compare capacity and volume
- Add and subtract capacity and volume

Money- Adding & Subtracting money and also finding change.
To recall and use multiplication facts for the 3, 4 and 8 times tables
Compare and order numbers up to 1000
Read and write numbers up to 1000 in numerals and in words



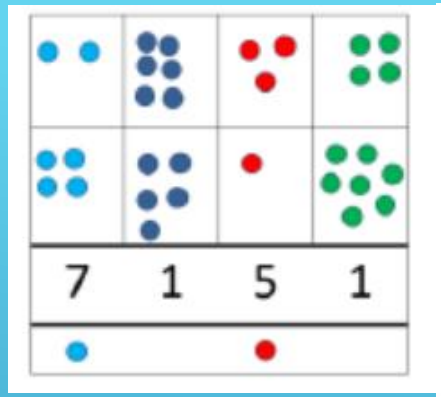


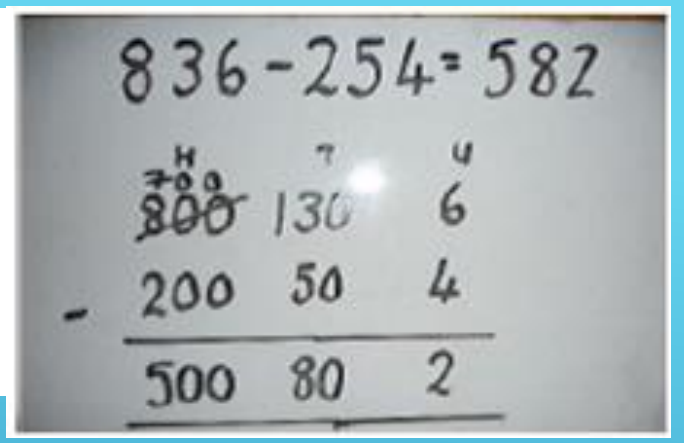
YEAR 3 & 4

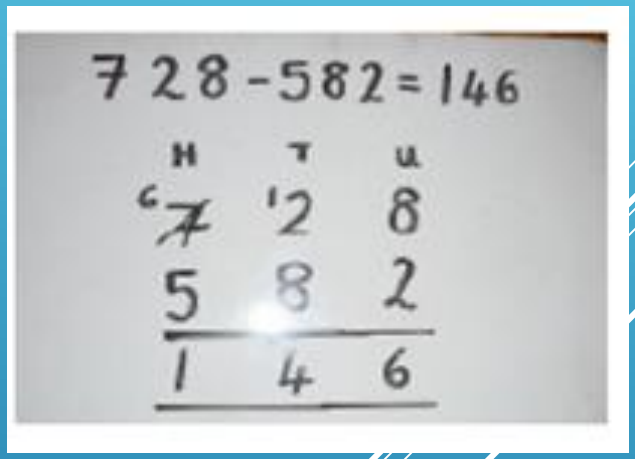
Children start to develop what we call formal methods to solve calculations.

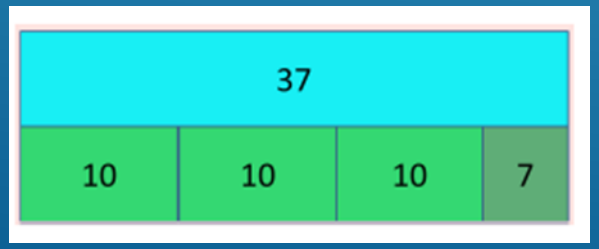
Times tables/multiplication fact knowledge is also a key focus.

Year 4 each June will sit an online Multiplication check to assess their knowledge. As you can image as the math's calculations get harder there is more to think about, we want the children to be as fluent as possible with their math's knowledge.









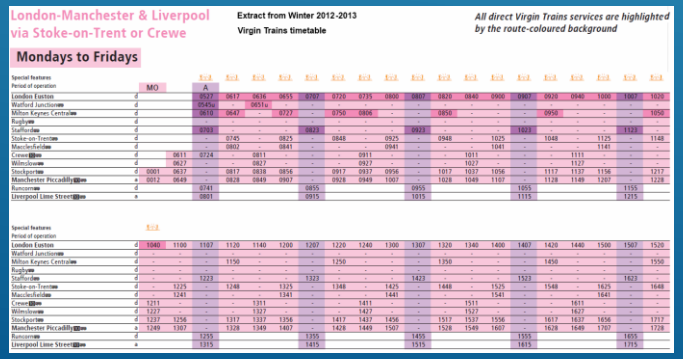
Bar models used for Multiplication and division.

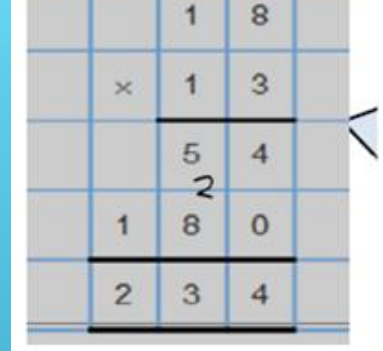
YEARS 5 & 6

To be able to use their math's knowledge to solve real life problems e.g. bus time tables, using ratio in baking, being able to solve complex money problems with confidence.

Times tables are well embedded so that children are secondary school ready- they can tackle short and long division with confidence.

Solving problems with fractions, decimals and percentages are a huge part of the curriculum.





18 x 3 on the first row

(8 x 3 =24, carrying the 2 for 20, then 1 x 3)

18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first