Brackenwood Junior School

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Aims for the session

- Familiarisation of maths intent and how we teach maths
- Calculation policy
- Importance of reasoning
- Practice some arithmetic skills
- Meet staff and have fun with your child!

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There’s lots of detail on maths on our website…

https://www.brackenwood-junior.wirral.sch.uk/web/maths/600706

Maths Intent

At Brackenwood Juniors, we follow the Powermaths Scheme. We adapt it to the needs of our children through questioning, support and challenge tasks. Individual year group's long term plans can be found on our website.

Maths implementation

At Brackenwood Juniors, our curriculum is designed to ensure that all children have the opportunity to reach the expected standard (and beyond) at the end of Year 6. We use the Powermaths scheme and supplement it with support materials and NCETM challenge activities to ensure our curriculum is challenging but accessible for all. Daily practice of arithmetic and planned lesson starters ensure fluency is addressed. Times tables are taught once a week along with a weekly homework on TT Rock Stars. Knowledge retrieval is key to long term understanding. Therefore, maths lessons start with a 'power up', which reinforces previous lessons. During our mathematics lessons, all children are taught how to use various representations to show their thinking. Talking and explaining, using technical mathematical language, is key to success. This can be seen through the use of sentence stems and working walls.

Calculation policy

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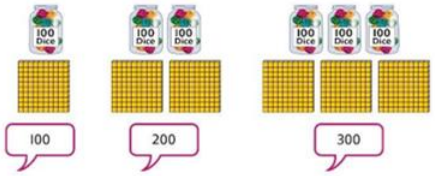
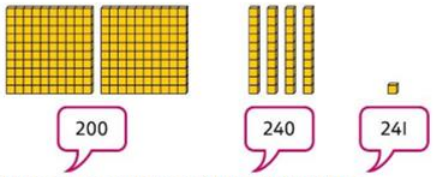
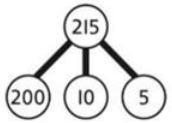
Year 3			
	Concrete	**Pictorial**	**Abstract**
Year 3 Addition			
Understanding 100s	Understand the cardinality of 100, and the link with 10 tens. Use cubes to place into groups of 10 tens.  	Unitise 100 and count in steps of 100.  	Represent steps of 100 on a number line and a number track and count up to 1,000 and back to 0. 
Understanding place value to 1,000	Unitise 100s, 10s and 1s to build 3-digit numbers.  	Use equipment to represent numbers to 1,000.  Use a place value grid to support the structure of numbers to 1,000. Place value counters are used alongside other equipment. Children should understand how each counter represents a different unitised amount.	Represent the parts of numbers to 1,000 using a part-whole model.  *215 = 200 + 10 + 5* Recognise numbers to 1,000 represented on a number line, including those between intervals.

This is a large document. Here is an example. You can find the full policy on our website.

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The importance of reasoning

The ability to reason has a fundamental impact on one's ability to learn from new information and experiences because **reasoning skills determine how people comprehend, evaluate, and accept claims and arguments.**

Reasoning and sense making are critical in mathematics learning because **students who genuinely make sense of mathematical ideas can apply them in problem solving and unfamiliar situations and can use them as a foundation for future learning.**

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Examples of mathematical language in sentence stems to support reasoning and mathematical knowledge

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Stem sentences in Y3

So, ___ tens minus ___ tens is equal to ___ tens

So, 6 tens minus 2 tens is equal to 4 tens

I know that 5 minus 2 is equal to 3. So, 5 tens minus 2 tens is equal to 3 tens

The answer can't be ___ because ____. Therefore, the answer must be ___.

The whole has been split into equal parts. Each part is of a whole. is shaded. is .

To subtract ___, we can subtract the ___ then subtract the ___.

To subtract 23. We can subtract the 20 then subtract the 3

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Arithmetic time!

364+7=

Your turn -

277+8=

438+6=

Arithmetic time!

364+7= 371

Your turn -

277+8= 285

438+6= 444

Arithmetic time!

237+36=

Your turn-

125+58=

256+36=

Arithmetic time!

237+36= 273

Your turn-

125+58= 183

256+36= 292

Arithmetic time!

434-70=

<u>Your turn-</u>

321-50=

248-60=

Arithmetic time!

434-70= 364

Your turn-

321-50= 271 248-60= 188

Arithmetic time!

456-65=

<u>Your turn-</u>

348-54=

364-75=

Arithmetic time!

456-65= 391

Your turn-

348-54= 294

364-75= 289

Arithmetic time!

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Multiplication and Division in Y3

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