Parents' Maths Workshop

Join us to find out how you can support your child at home.

For Parents of children in Reception, Year 1 & Year 2

Main School Hall

Friday 30th January 9:00 am

What we will talk about today

- Maths Curriculum at Wembley
- What your child needs to know at the end of Reception, Year 1 and Year 2
- How you can help at home

White Rose

- **Daily opportunities to practise and revisit**
- Every lesson includes **repeated exposure** to key facts and methods.
- Concepts are revisited across units and year groups, helping children **retain and recall** learning over time.
- Small steps mean children practise skills in **manageable chunks**, building confidence and accuracy.

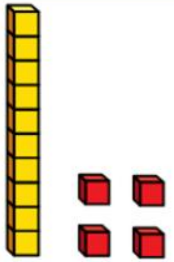
Retrieval Practice

Flashback 4

Year 2 | Week 5 | Day 1

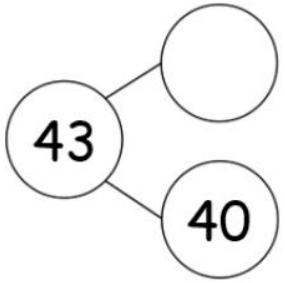
White Rose MATHS

1) 6, 8, 10, 12, ☐

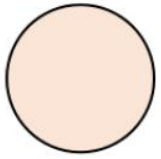


2) Use <, > or = to compare the candles.

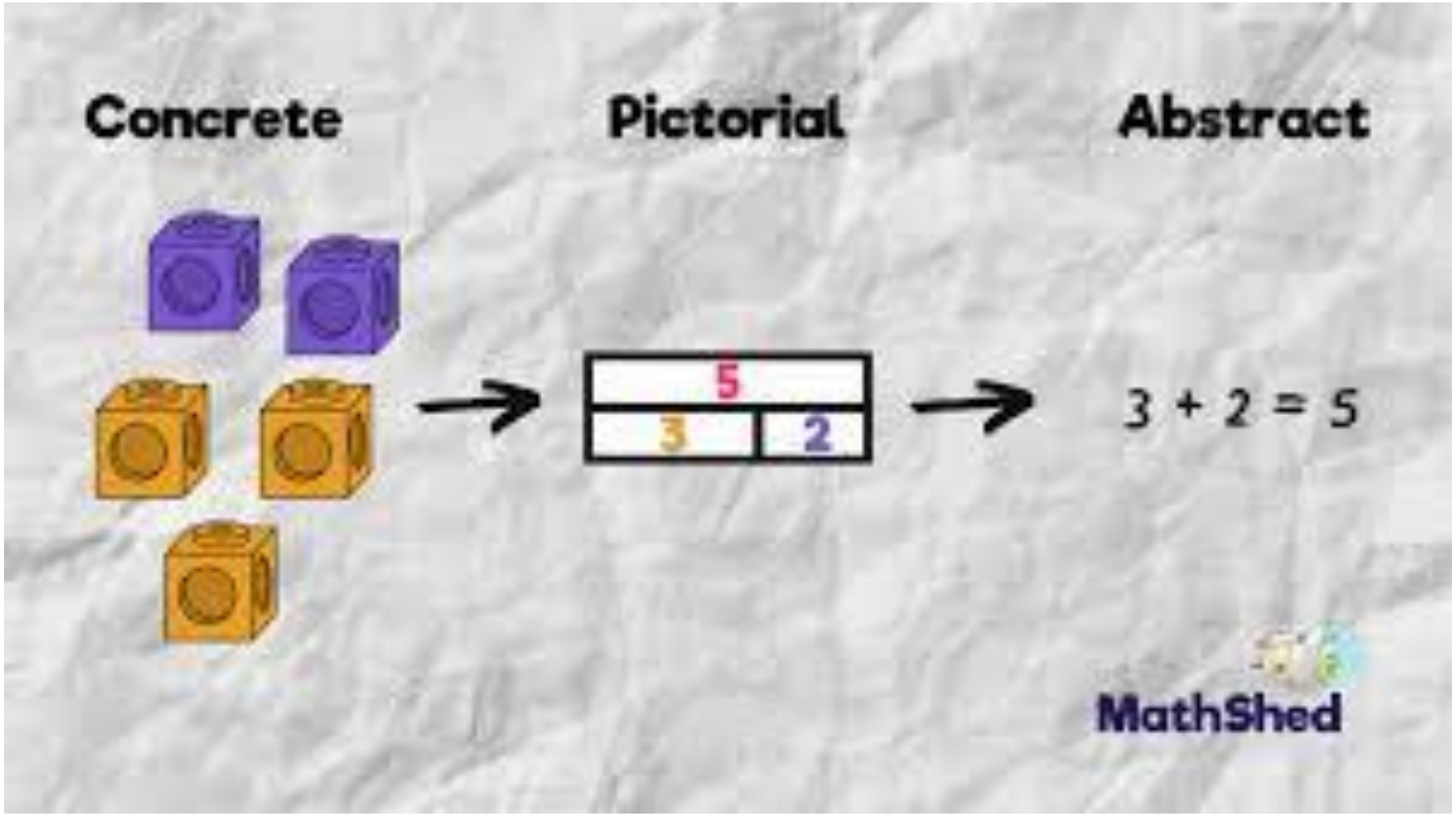
3) What is the missing part?



4) What is the mathematical name for this shape?



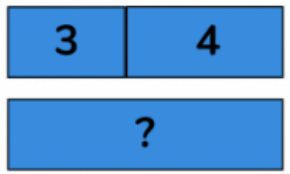
Mastery Approach – CPA Approach



Teaching the Four Operations with Bar Models

ADDITION

3 + 4 = ?



3 + 4 = 7

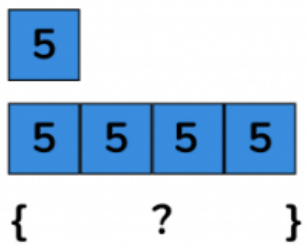
SUBTRACTION

18 - 3 = ?

18 - 3 = 15

MULTIPLICATION

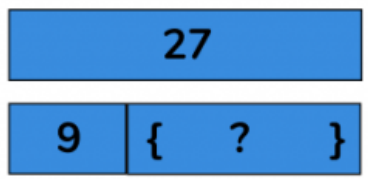
4 x 5 = ?



4 x 5 = 20

DIVISION

27 ÷ 9 = ?



27 ÷ 9 = 3

THIRD SPACE LEARNING

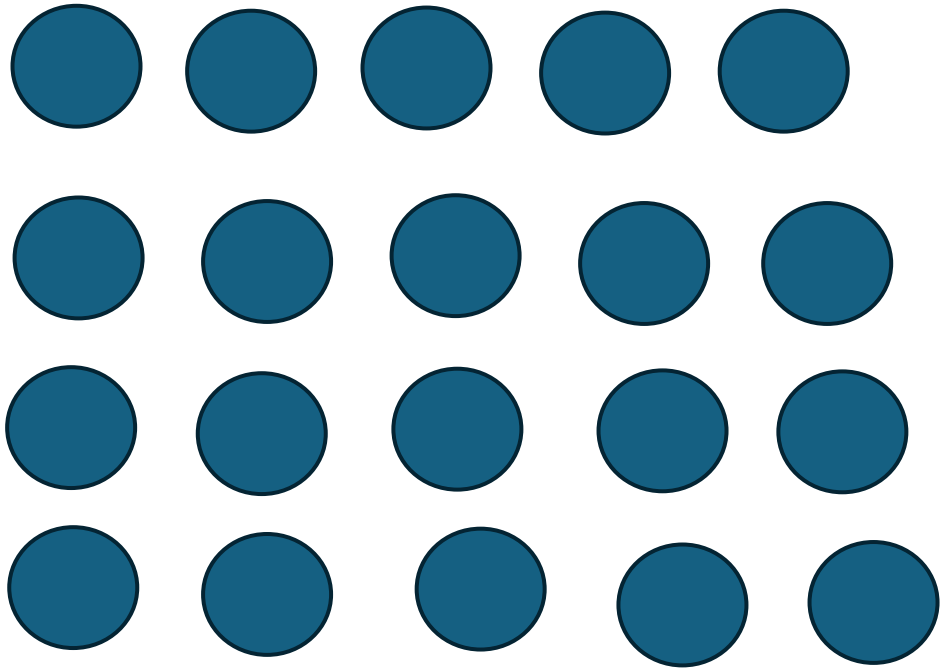
16 Kemi has **20** seeds.

She gives some to Ben.

Kemi has **8** seeds left.

How many seeds does Kemi give to Ben?

seeds



20	
Ben	8

$20 - 8 = 12$

Reception


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Getting to know you
Match, sort and compare
FREE TRIAL
Free trial
VIEW
Talk about measure and patterns
VIEW
It's me 1, 2, 3
VIEW
Circles and triangles
VIEW
1, 2, 3, 4, 5
VIEW
Shapes with 4 sides
VIEW
Spring
Alive in 5
VIEW
Mass and capacity
VIEW
Growing 6, 7, 8
VIEW
Length, height and time
VIEW
Building 9 and 10
VIEW
Explore 3-D shapes
VIEW
Summer
To 20 and beyond
VIEW
How many now?
VIEW
Manipulate, compose and decompose
VIEW
Sharing and grouping
VIEW
Visualise, build and map
VIEW
Make connections
VIEW
Consolidation

Year 1

Year 1 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	**Number: Place Value (within 10)**				**Number:** Addition, Subtraction (within 10)					Geometry: Shape	**Week 11 Assessment Week**		Number: Addition, Subtraction (within 20)	
Spring	Number: Addition, Subtraction (within 20)				Number: Place Value (within 50)		Measurement: Length and Height		Measurement: Mass and Volume		Assess & Review Consolidation			
Summer	Number: Multiplication and Division		Geometry: Position and Direction	Number: Fractions		**Assessment Week**	Number Place Value (within 100)		**Measurement Money**	**Measurement Time**		Consolidation		

Year 2

Year 2 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	**Number: Place Value**				**Number:** Addition and Subtraction					Geometry: Shape		**Assessment Week**	Geometry: Shape	Consolidation
Spring	Measurement: Money		Number: Multiplication and Division	Assessment Week	Number: Multiplication and Division			Measurement: Length and Height		Measurement: Mass and Volume				
Summer	Number: Fractions			Measurements: Time		**Assessment week**	Statistics	**Measurement Money**		Geometry: Position and direction		Consolidation		

Reception

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity'.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Year 1 Maths Assessment Checklist

Number - Number and Place Value

- [ ] I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- [ ] I can count, read and write numbers to 100 in numerals and count in multiples of twos, fives and tens.
- [ ] I can, given a number, identify one more and one less.
- [ ] I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- [ ] I can read and write numbers from 1 to 20 in numerals and words.

Number - Addition and Subtraction

- [ ] I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
- [ ] I can represent and use number bonds and related subtraction facts within 20.
- [ ] I can add and subtract one-digit and two-digit numbers to 20, including zero.
- [ ] I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9.

Number - Multiplication and Division

- [ ] I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number - Fractions

- [ ] I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- [ ] I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

I can compare, describe and solve practical problems for:

- [ ] lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- [ ] mass/weight [for example, heavy/light, heavier than, lighter than]
- [ ] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- [ ] time [for example, quicker, slower, earlier, later]

I can measure and begin to record the following:

- [ ] lengths and heights
- [ ] mass/weight
- [ ] capacity and volume
- [ ] time (hours, minutes, seconds)

Year 1 Maths Assessment Checklist

Measurement continued

- [ ] I can recognise and know the value of different denominations of coins and notes.
- [ ] I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- [ ] I can recognise and use language relating to dates, including days of the week, weeks, months and years.
- [ ] I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry – Properties of Shapes

I can recognise and name common 2-D and 3-D shapes, including:

- [ ] 2-D shapes [for example, rectangles (including squares), circles and triangles]
- [ ] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry – Position and Direction

- [ ] I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Multiplication and Division in Year 1

- **Step 1** Count in 2s
- **Step 2** Count in 10s
- **Step 3** Count in 5s
- **Step 4** Recognise equal groups
- **Step 5** Add equal groups
- **Step 6** Make arrays
- **Step 7** Make doubles
- **Step 8** Make equal groups – grouping
- **Step 9** Make equal groups – sharing

You will need a collection of objects.

Give children 8 objects.

- Can they identify how many groups of 2 they can make with 8 objects?
- Can they identify how many groups of 4 they can make with 8 objects?

Build an array using 10 objects.

- Can children tell you what equal groups they can see in the columns and rows?
- Can they write a repeated addition to represent the array?
- Can they find more than one way to do this?

Ask children to build a new array using 20 objects. Compare the arrays. Do they all look the same?

Mo and Ron share 8 sweets.

Draw lines to share the sweets equally.

Complete the sentence.

Each child has ☐ sweets.

Year 2 Maths Assessment Checklist

Number and Place Value

- ☐ I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- ☐ I can recognise the place value of each digit in a two-digit number (tens, ones).
- ☐ I can identify, represent and estimate numbers using different representations, including the number line.
- ☐ I can compare and order numbers from 0 up to 100, using <, > and = signs.
- ☐ I can read and write numbers to at least 100 in numerals and in words.
- ☐ I can use place value and number facts to solve problems.

Addition and Subtraction

I can solve problems with addition and subtraction:

- ☐ using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- ☐ applying my increasing knowledge of mental and written methods

- ☐ I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- ☐ a two-digit number and ones
- ☐ a two-digit number and tens
- ☐ two two-digit numbers
- ☐ adding three one-digit numbers

Addition and Subtraction continued

- ☐ I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- ☐ I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

- ☐ I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- ☐ I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- ☐ I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- ☐ I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

- ☐ I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- ☐ I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Year 2 Maths Assessment Checklist

Measurement

- [ ] I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- [ ] I can compare and order lengths, mass, volume/capacity and record the results using >, < and = signs.
- [ ] I can recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value.
- [ ] I can find different combinations of coins that equal the same amounts of money.
- [ ] I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- [ ] I can compare and sequence intervals of time.
- [ ] I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- [ ] I can say the number of minutes in an hour and the number of hours in a day.

Geometry - Properties of Shape

- [ ] I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- [ ] I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Year 2 Maths Assessment Checklist

Geometry - Properties of Shape continued

- [ ] I can identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].
- [ ] I can compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – Position and Direction

- [ ] I can order and arrange combinations of mathematical objects in patterns and sequences.
- [ ] I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

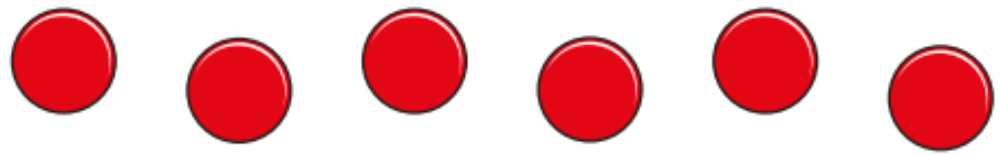
Statistics

- [ ] I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- [ ] I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- [ ] I can ask and answer questions about totalling and comparing categorical data.

Fractions

- Step 1 Introduction to parts and whole
- Step 2 Equal and unequal parts
- Step 3 Recognise a half
- Step 4 Find a half
- Step 5 Recognise a quarter
- Step 6 Find a quarter
- Step 7 Recognise a third
- Step 8 Find a third
- Step 9 Find the whole
- Step 10 Unit fractions
- Step 11 Non-unit fractions
- Step 12 Recognise the equivalence of a half and two quarters
- Step 13 Recognise three-quarters
- Step 14 Find three-quarters
- Step 15 Count in fractions up to a whole

5 Here are some counters.



Ron takes $\frac{1}{2}$ of the counters.

How many counters does Ron take?

Max takes $\frac{1}{3}$ of the counters.

How many counters does Max take?

How can you help at home?

- White Rose App
- TT Rockstars (Year 2)
- Shopping – discuss the cost of items – can they use money (coins or notes?)
- Maths games – 5 friends have gone camping (Reception)
- Noticing numbers and patterns around you.
  - E.g. numbers on doors, lamp posts.

1-Minute Maths

Use the QR code to download the app.