St Matthew's CE Academy

A Member of St Chad's Academies Trust

Lightwood Road. Rough Close. Stoke-on-Trent. ST3 7NE
Tel: 01782 394890   email: stmatthew@stmatthewsacademyce.org.uk
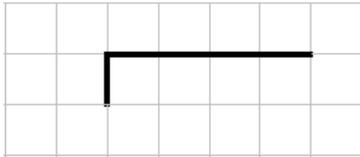WEB: http://www.stmatthews.stoke.sch.uk/

Monday 2nd September 2019

Dear Parents,

At St Matthew's we follow the White Rose Maths Hub's schemes of learning which supports a mastery approach to teaching and learning and has been designed to support the aims and objectives of the new National Curriculum. In addition to knowing and applying basic number skills, pupils are also required to reason mathematically, solve problems using different strategies and communicate their understanding effectively.

How we teach maths:

At St Matthew's, we follow the White Rose Hub sequence of teaching fluency, reasoning and problem-solving skills and allow the children to apply their new learning in a range of different contexts to fully embed a new skill. We also use the concrete, pictorial, abstract (CPA) approach to teaching maths, which helps children to build it, physically manipulate it, draw it and eventually visualize it without the need for equipment. Arithmetic skills are taught daily during the 'fluency' aspect of the lesson: this ensures children are procedurally secure to move on to further developing their skills and are able to apply these to reasoning and problem solving questions. (See below for example questions).

Example fluency questions for division.	Example reasoning and problem questions for division.	
5a. Match the questions to the correct answer. a. $2,463 \div 6$ — $1,031\ r3$ b. $4,127 \div 4$ — $311\ r1$ c. $2,489 \div 8$ — $410\ r3$	**2b. Chocolate bars are packed into packets. One packet holds 3 bars. There are 1,021 bars. How many packets are needed to hold all the bars?** Show your method.	**1a. Johnny and Chuan are calculating $1,226 \div 3$.** Johnny: The answer is 408 r2. Chuan: The answer is 407 r5. Who is correct? Explain your reasoning.

St Matthew's are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

together
we work, play, learn and Pray with Jesus.

Helping your child with maths:

As with reading, try to make maths as much fun as possible - games, puzzles and jigsaws are a great way to start. It's also important to show how we use maths skills in our everyday lives and to involve your child in this.

Identifying problems and solving them can also help your child develop mathematical skills. If you see him or her puzzling over something, talk about the problem and try to work out the solution together. (See possible questions)

Don't shy away from maths - if you didn't like it at school try to find new ways to enjoy the subject together.

Tips for helping your child to enjoy maths:

- ❖ Encourage them to complete the weekly homework set and if they are struggling to understand a concept, discuss this with the class teacher. Homework is used to reinforce concepts and ideas taught during lessons and can help embed new learning.
- ❖ Point out the different shapes to be found around your home.
- ❖ Take your child shopping and talk about the quantities of anything you buy.
- ❖ Let your child handle money and work out how much things cost.
- ❖ Look together for numbers on street signs and car registration plates.
- ❖ Help them identify different methods or strategies to use in finding solutions and resist the temptation to provide the answer or method. There is usually more than one way to solve a problem, and simpler strategies are often effective.
- ❖ Provide opportunities for your children to explain and justify their thinking.
- ❖ Connect mathematics to real life experiences. Emphasising the mathematics around us helps to make mathematics education relevant.

The importance of questions in maths:

Good questions - and equally important, good listening can help children make sense of mathematics, build their confidence and encourage mathematical thinking and communication. A good question opens up a problem and supports different ways of thinking about it. Some questions to try while helping a child might include:

- ❖ What do you already know about this topic?
- ❖ What do you need to find out?
- ❖ What is the key information needed to answer the question?
- ❖ Which word tells you the operation (add, subtract, multiply, divide) required?
- ❖ Can you draw a picture to explain your thinking?
- ❖ Are there other possibilities?
- ❖ What would happen if …?
- ❖ What do you need to do next?

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