



## MATHS GUIDE

### Lesson Structure:

#### Feedback from previous lesson

From Y1-6 children will have time to revisit their marking from the previous day to check for:

- Corrections
- Challenges
- Consolidation

Children will complete these tasks in **PURPLE PEN**. This work will be carried out neatly and it will be marked by the teacher.

#### **Corrections:**

Write the correct multiplications to complete the calculations.

1,247 × 37      2,031 × 29      2,413 × 23

7 2 3 9	8 7 2 9	1 8 2 7 9
4 8 2 6 0	3 7 4 1 0	4 0 6 2 0

Handwritten corrections in purple pen:

Correction:

4036	6978
24 ×	76 ×
16144	41568
80720	488460
96864	530328

Green checkmarks are present next to the corrected answers.

## CHALLENGE:



### PURPLE PEN CHALLENGE



#### CONVINCE ME!

Maths Masters say "Can you complete these calculations?"

$$279 + 301 =$$

$$41 + ? = 80$$

$$? + 32 = 90$$

$$? + ? = 56$$

These are to be used for children who have achieved the objective well and needs 'deeper' learning (mastering the objective)

## CONSOLIDATION:



### PURPLE PEN CONSOLIDATION



#### CONVINCE ME YOU CAN DO IT!

Maths Masters say "Can you complete these calculations?"

$$179 + 301 =$$

$$401 + 109 =$$

$$345 + 832 =$$

$$921 + 345 =$$

Consolidation tasks are to be used for children who would benefit from 'practicing' the skill further. This could be done as a guided group with teacher/teaching assistant input or as an individual task.

Please use the template for both **CHALLENGE** and **CONSOLIDATION** but obviously tweak accordingly.

## Counting

Counting should take place **daily** - this could be whole class counting forwards or backwards in numbered steps, chanting times tables or any other form of counting the teacher feels is beneficial.

## Arithmetic

**DAYS 1,2,3,4 and 5** some of arithmetic will take place to build number fluency & confidence. This should be in the form of 'Fluent in 5', "Learn Its" or 'Recap Robot'. 'Daily number rhymes' to be used for Foundation.

**Day 5** may be used as an Arithmetic test/consolidation of learning/  
TTRockstars tests/Big Maths

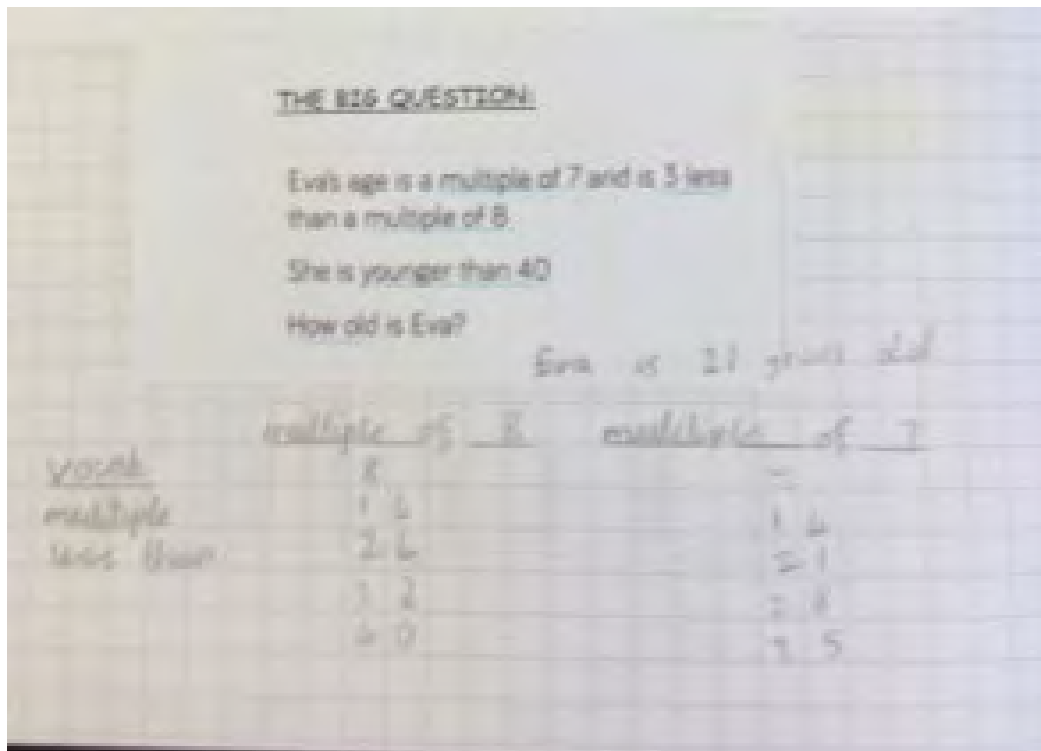
## Oral Mental Starter (if applicable - dependent on length of Arithmetic section)

- Rapid recall of Year Group's mental strategies (see Maths calculation policy for list)
- Paper version of TTRockstars (**One session outside of maths hour to be dedicated to TTRockstars on ipads/Chromebooks for Y2-6 - a session counts as at least 15mins**)

## Big Question

**TWICE** a week incorporate a **BIG QUESTION**. These can be taken from SATs questions from each year groups past tests/Testbase/White Rose Problems/Nrich/NCETM

1. Share Problem called '**BIG QUESTION**' with class - copy given to each child to stick in books
2. Which skills are needed to solve the problem? Skills/knowledge needed for learning
3. Generate **VOCABULARY** and place on WW
4. Discuss wider context



**BIG QUESTION** problems should relate both to the application of maths to everyday situations within the pupils' experience, and also to situations which are unfamiliar.

Introduce the **BIG QUESTION** and follow 4 steps and revisit either at the end of lesson/end of two days.

### Teaching/Modelling

Introduce LO and concept.

Using a **CPA** progressive approach, demonstrate the new learning



Range of manipulatives for **CONCRETE**:

- Diennes
- Numicon
- Unifix



-See pictures for **pictorial** and methods for **abstract** in **Calculation Policy** in order to promote consistent use of algorithms; concise use of expanded methods; and use of visual representations to ensure progression in children's skills and knowledge year by year.

### Guided Practice (review progress)

Children to practise the new skill/concept in their **JOTTER BOOKS/** on **WHITE BOARDS.**

Teacher to carry out 'learning behaviour' check-ins:

- Identify which children are falling behind and modify teaching/deployment of TA/ensure challenge for most able

### Independent Practice

- Children to complete their task for the learning in their maths book under the Star Learner provided. The number date will be printed on the SL along with the objective and a break down of differentiated levels of success.
- All children to attempt some reasoning or problem-solving tasks for each objective but not all children require Fluency tasks (children working at a competent level for the objective can go straight on to problem-solving and reasoning)
- Teachers should use predominantly White Rose premium resources as main tasks but may supplement with other schemes of work. Each White Rose Task can be snipped into different sections:
  - Start the LAPs/MAPS on first section which should be FLUENCY based
  - Start HAPS on second/third section which should be the REASONING section (this is only if HAPS are secure in FLUENCY of the skill). Stretch HAPS with a problem-solving challenge linked to objective or further REASONING from another scheme.

- Tasks will be snipped and cut into small 'chunks' for the children to practise. They will only move on to another section if time allows. Children will stick the section in and do their working out alongside it/underneath.

9a. Which two numbers will round to the same value when rounded to the nearest 1,000?

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
•••••	•••••	•••••	•••••	•••••	•••••	•••••

b. 5 million, forty-one thousand, DCII. Five million, forty-two thousand, CXIV.

10a. Which numbers round to 7,000,000 when rounding to the nearest 100,000?

6,962,000 ✓ 7,039,815 ✓

Six million, nine hundred and forty-three thousand, DCCIII ✓

11a. To show whether the number rounds to 7,700,000 or 7,800,000 to the nearest 10,000.

Number	Rounds to 7,700,000	Rounds to 7,800,000
7,795,DXV	✓	✓
7,704,DCCXCI	✓	✓
7,804,000	✓	✓

Handwritten work shows rounding of numbers like 6,541,000, 6,542,000, and 6,503,042 to the nearest 100,000.

Calculate the missing numbers. Show your method.

a)  $3,715 - ? = 1,800$

b)  $2,354 + ? = 1,500$

c)  $23,500 + ? + 120,578 = 1,201,078$

d)  $? - 233,233 = 322,322$

Match the calculations to the best estimates.

$8,000,000 - 6,100,000$	200,000
$1,750,000 + 900,000$	one million
double 400,000	1 million
$123,999 + 84,178$	7 million

Handwritten calculations include long division and addition, such as  $4,224,500 - 4,196,140 = 28,360$  and  $805,940 - 154,230 = 651,710$ .

Star Learner: can use long division.

With support, I can use multiples to complete long division.

I can use a range of multiples to complete long division.

I can use a range of multiples to complete long division in the context of problem solving and reasoning.

Use these multiples of 13 to complete the long divisions.

13	26	39	52	65	78	91	104	117
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Handwritten long division examples are shown with green checkmarks, such as  $13 \overline{) 273} = 21$  and  $13 \overline{) 390} = 30$ .

Complete the number track with multiples of 23.

Calculate  $943 + 23 = 976$ .

Handwritten work shows  $23 \overline{) 45718}$  and a number track: 23, 46, 69, 82, 105, 128, 151, 174, 197.

A great start to understanding long division.

a. What is the difference between the numbers below?

Four million, eight hundred and eighty thousand, eight hundred and eighty. Four million, eight hundred and eighty thousand, eight hundred and eighty.

4,000,000

b. Complete the missing digits.

$7,08,046 < 7,108,046$

$5,100,518 < 5,110,518$

$6,110,116 > 6,10,106$

Write the numbers in numerals, then order them from smallest to largest.

80,800. Eight million eight thousand and seventy eight.

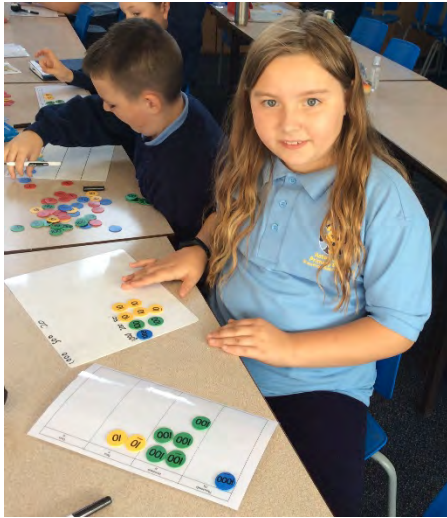
Handwritten work shows the numbers 80,800, 8,008,300, and 8,082,018 being ordered.

Handwritten explanation: The difference is eight hundred and eighty thousand, eight hundred and eighty.

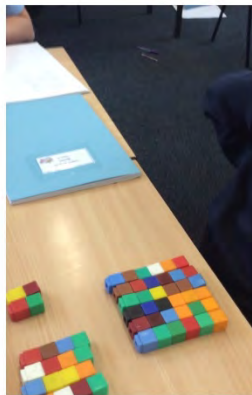
Handwritten explanation: 1 middle, 2 bot com, 3 top.

PIC-COLLAGE

- Use discrete differentiation ensuring **SUPPORT** for LAPS and **CHALLENGE** for high attainers
- Children will present their work neatly using one digit per square, underlining headings and marking their own work (if applicable) with a neat green tick or pink dot. **PURPLE PEN** to be carried out neatly (please see earlier example)
- If Independent learning has taken the form of using **CONCRETE** resources please evidence with a general picture of PicCollage or an individual photo if you feel its appropriate. Please write an explanation of the task and learning with the photos.



Children explored number values using Dienes to 'make' the values of numbers such as 632, 123



## Plenary

- Revisit 'Big Question' shared at start of lesson (unless you are doing it the following day). Can the children answer it? It is particularly important that teachers and TAs stress the children's **reasoning**, rather than just checking whether the final answer is correct.
- Mark some answers as part of review of lesson
- Review learning - have chn developed their skill/met learning objective/on track to meet it over following day?

(Identify the children who have met objective/not met/ Think of next steps in learning)

## FRIDAY's MAIN lesson


Friday should be **RAPID REASONING and PROBLEM-SOLVING DAY**

Children should be provided with a mix of random problem solving/word problems/reasoning questions to work through.

Mixed reasoning and problem solving using:

- NCETM
- NRich
- SATS
- White Rose

-Must include **multi-step problems and interlinking concepts**


	<b><u>FRIDAY FOCUS</u></b>	27.11.20
<b>Star Learners: can use reasoning and problem-solving skills</b>		<b>Objective achieved:</b>
<b>Independently and in a range of contexts</b>		
<b>Independently</b>		
<b>With support from peer/adult/resources</b>		



## Problem-solving skills to teach:

Identify <i>knowns</i> and <i>unknowns</i> in a problem	Use a suggested approach to solve a problem.	Use identified <i>knowns</i> to select an approach to finding the <i>unknowns</i> in a problem
Identify the mathematical structure of a problem by modelling using concrete objects or pictorial representations	Identify part/ whole relations within the problem.	Explore how an identified <i>unknown</i> in a problem changes when the <i>knowns</i> are changed.
Recognise problems with similar mathematical structures and apply existing strategies to solve these	Work systematically to keep track of progress, to organise information and to help identify when the problem has been solved	Check results and consider whether they are sensible Model the mathematical structure of the problem using abstract representations (e.g. algebraic or graphical or geometric)
Solve routine problems by breaking them into smaller series of steps	Solve non-routine problems by breaking them into simpler series of steps, using a range of efficient techniques, methods and resources	Work backwards through a problem to identify any errors
Demonstrate perseverance to solve non-routine problems and to evaluate solutions; explore connections in mathematics across a range of contexts: number, algebra, geometry, measurement, and statistics	Pupils find their own mathematical problems to solve	Pupils use existing problems to ask further mathematical problems to find solutions to

## USE A RANGE OF PROBLEM-SOLVING TASKS ( located in Primary Subjects, Maths, Problem-solving Progression, problem-solving guidance):

[W](#) [Problem Solving Guidance Documents - Conjecturing, Generalising and Proving...](#) 

[W](#) [Problem Solving Guidance Documents - Pattern and Rule spotting.docx](#)

[W](#) [Problem Solving Guidance Documents - reasoning logically.docx](#)

[W](#) [Problem Solving Guidance Documents - trial and improvement.docx](#)

[W](#) [Problem Solving Guidance Documents - Visualising.docx](#)

[W](#) [Problem Solving Guidance Documents - Word Problems.docx](#)

[W](#) [Problem Solving Guidance Documents - Working Backwards.docx](#)

## EXAMPLES OF FRIDAY TASKS:

**Q1** Draw lines between the fractions that are equivalent.

**Q2** Marley says, "8,845,842 rounded to nearest thousand is 8,849,000." Explain why Marley is incorrect.

Marley is incorrect because he rounded down not up, the correct answer is 8,846,000.

### Working Backwards

Working backwards is a specific reasoning skill which may involve several steps but does require some knowledge of inverse.

#### Stage one:

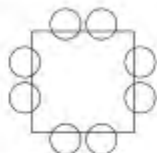
Recognising which number to start with and that an inverse operation is needed.

e.g. \_\_\_\_\_ + 3 = 8 here children need to recognise that they must start with 8 and subtract the 3 to find the 5 they are looking for

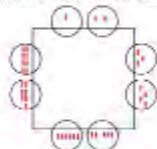
## Sitting Round the Party Tables

Age 5 to 11 \*

So, you are at the party and sitting around the table with seven friends.



At the top left-hand corner is the friend who is giving the party. She or he has a bag of sweets and starts giving them out in a clockwise direction: one for themselves, two for the next person and three for the next and so on.



There are other similar parties going on at the same time. They have bigger square tables with more children sitting round on each side.

Explore and compare all the tables: 2 on each side, 3 on each side, 4 on each side and 5 on each side.

You could look at:

- the total number of sweets that children sitting opposite each other have;
- the total number of sweets needed for each size of the table;
- the total number of sweets belonging to children who are diagonally opposite.

Then, what about five- and six-sided tables?



**NRICH** Events Donate

**Sitting Round the Party Tables**

Age 5 to 11 \*

**Why do this problem?**

This activity gives pupils the opportunity to explore some simple number relationships, from which they can be encouraged to make some generalisations. It may also be a good context in which to help pupils ask their own questions - "I wonder what would happen if we ...?" showing their curiosity. You will be aware that a lot of perseverance is helpful in solving this challenge. The "Teacher Support" at the bottom of this page is recommended in regard to the curiosity aspect of this task.

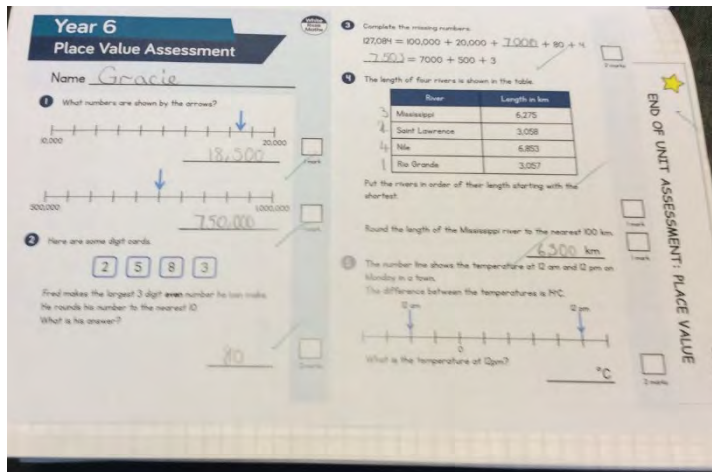
**Possible approach**

With younger pupils or those with little experience of exploration in mathematics and talking about their mathematical thoughts, it would be good to act out the problem as first described.

With more experienced pupils you could just present the challenge orally and ask them to explore further. Encourage learners to write down all the things they notice. It might also be appropriate for you to bring everyone together after some time to discuss how they are recording their work.

- Problem-solving skills are to be **taught**. Each step of the problem-solving task needs explaining clearly with **guided practise** in children's **JOTTER BOOKS/White boards** before children complete a different task using the same skill e.g. trial and error.
- There are 3 or 4 stages for each of the 7 problem-solving (Stage 1 being the easiest) - teachers to pitch according to ability.

## ASSESSMENT



At the end of a unit, teachers will provide children with an 'End of Unit White Rose Test'. This will be stuck in books and any misconceptions either addressed as a class/groups or individuals.

## TAFS

Teachers will collect evidence for each TAF on three separate occasions over the year.

WICKERSLEY PARTNERSHIP TRUST END OF YEAR 3			
Reading and writing numbers	Read and write numbers up to 1000 in numerals and in words		
Place Value	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)		
Counting	Count from 0 in multiples of 4, 8, 50 and 100		
Addition/Subtraction mental skills	Reason about addition Add and subtract numbers mentally where re-grouping is concerned		
Estimating / Checking	Recognise the relationship between addition and subtraction and can reverse addition statements or simplified multiplication statements		
Addition and subtraction problems	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $20 + 17 = 15 + 4 + 1$ ; 'together Jack and Sam have £24, Jack has £2 more than Sam, How much money does Sam have?' etc.) Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')		
Multiplication and division mental skills	Recall and use multiplication and division facts for 2, 5 and 10 and make deductions regarding known multiplication facts		
Multiplication and division calculation	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Determine remainders given known facts		
Multiplication and division solving problems	Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects		
Recognise, find, write, use fractions and decimals	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and show, using diagrams, equivalent fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators		
Recognise, find, compare and round decimals	Compare and order unit fractions, and fractions with the same denominators Find and compare fractions of amounts		
Measure and calculate	Read scales whose and all numbers on the scale are given, and estimate points in between		
Time	Read the time on a clock to the nearest 5 minutes		
Shapes	Describe similarities and dimensions of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)		

Primary Subjects > Maths > TAFS > Year 3 TAFS ▾

Name ↑



1 READING AND WRITING NUMBERS



2 PLACE VALUE



3 COUNTING



4 ADDITION AND SUBTRACTION MENTAL SKILLS



5 ESTIMATING AND CHECKING



6 ADDITION AND SUBTRACTION SOLVING PROBLEMS



7 MULTIPLICATION AND DIVISION MENTAL SKILLS



8 MULTIPLICATION AND DIVISION CALCULATION



9 MULTIPLICATION AND DIVISION SOLVING PROBLEMS



10 RECOGNISE, FIND, WRITE, USE FRACTIONS AND DECIMALS

- TASKS taken from the TAF folder on the Drive will be given to the children to complete in their books. The first attempt for each statement should take place immediately after the objective has been taught. This will be carried out independently and pitched at the year group level the children are working at. The following two assessments for each objective will take place over the course of the year - one in the spring term and one in the summer term.
- The tracker in the front of the children's books will be annotated with dates showing when the tasks were carried out.

The task will have the following heading used so the tasks are easily identifiable in the children's books:

TAF TASK: Read and write numbers up to 1000 in numerals and in words (Year 3 Objective 1)


Completed INDEPENDENTLY

DATE:|

**Task A**

- A milk can weighs between 1000 grams and 1110 grams. How heavy could it be?
- An oil tank holds between 500 litres and 6100 litres of oil. What could its capacity be?
- My car cost between £6950 and £7000. Suggest what it cost.

**STAR LEARNERS:**

	<b>Star Learner: can identify common factors</b>	12.11.20 <b>Objective achieved:</b>
I can identify common factors in the context of problem solving and reasoning		
I can identify common factors		
With support, I can identify common factors		

- Objective achieved needs to be indicated with a tick (achieved), P (partially achieved) or a dot (.) - not achieved.

### Marking and assessment

- Marking is up to date and consistently follows the policy.
- At least one deep mark per week in each book, correct symbols used, clear demarcation of M, G, I

M=modelled, G=group work, ✓I agree, S supported, worked with TA / teacher to address misconception/improve, VF verbal feedback, **pink to make you think** and **responded by purple pen**, green constructive feedback '**Green to be seen**'

- Marking is developmental showing consistent opportunity for and application of 'pink pen' for improvement/progress (including NS/challenges linked to KO) at least 1 per week each book
- You need to allow time within a lesson complete these challenges/corrections/consolidation
- Non-negotiables identified if not met (in all books)

**Non-negotiables met - e.g. number formation correct, no reversals**

### Appendix A

Improvement Area	Evidence R A G	Comments
Quantity of recorded work is appropriate At least 2 /3 (yr1) 3/4 (yr2/3) 4/ 5 (yr 4/5/6) pieces of recorded work weekly in English/maths books. 1 piece of science per week and 2 other topic pieces		Evidence of reading in literacy book at least 1 per week e.g. reading comprehension Evidence of SPAG/spelling in every recorded English Arithmetic (Fluent in Five/TTRockstars/ Learn its) evidence needs keeping in Maths Folder
Marking is up to date and consistently follows the policy. At least one deep mark per week in each book, correct symbols used, clear demarcation of M, G, I		M=modelled, G=group work, ✓I agree, spelling errors underlined in pink OR you sign post at the end of a piece of writing in pink, // new paragraph (KS2)• check your answer, S supported, worked with TA / teacher to address misconception/improve, VF verbal feedback, <b>pink to make you think</b> and responded by <b>purple pen</b> , green constructive feedback ' <b>Green to be seen</b> '
Marking is developmental showing consistent opportunity for and application of 'pink pen' for improvement/progress (including NS/challenges linked to KO) at least 1 per week each book		<b>Non-negotiables met - e.g. Have you used capital letters and full stops throughout?</b> <b>Evidence this has made the pupil think through use of purple pen</b>

<p>(you need to allow time within a lesson complete these challenges/corrections) Non-negotiables identified if not met (in all books)</p>		<p><b>Constructive feedback given e.g. You have written in the first person.</b> <b>NS/challenge</b> For example in History:</p> <ul style="list-style-type: none"> <li>• <b>Name the leader of the Nazi party. (LAP) (naming)</b></li> <li>• <b>Describe Hitler’s personality (MAP) (describing)</b></li> <li>• <b>Explain why the majority of the German people supported his views? (HAP) (explaining) (justifying/explaining)</b></li> </ul>
<p>Pupils with SEND are receiving work that enables them to make progress at a similar rate to others and it is clear that lessons/resources have been adapted or personalised to support pupils</p>		<p>Use of word mats, peer support, resources, numberline, visual aids, sentence stems identified within the Star Learner. Work is differentiated accordingly to show it is appropriate to the individual pupil</p>
<p>Star learners wording &amp; text are differentiated in all subjects and is explicitly clear, using: <b>Blue GD, Red EXS, Green WTS, Purple SEND,</b> Teacher to indicate Learning objective has been achieved by ticking the star learner <b>(Please ensure that you read work before ticking)</b> <b>Move chn to next star learner to demonstrate challenge</b></p>		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Write a poem using similes &amp; metaphors</i> <i>Write a poem using similes</i> <i>Write a poem using a wordbank of similes, with a partner</i> <i>Contribute to a shared poem using a word bank, supported by an adult</i></p> </div> <p><i>Teacher direct pupils to which star learner they are doing by dotting/verbally</i></p>
<p>Scoring matrix/checklist are completed consistently (neat ticks). Scoring Matrix to be used in English books at the end of a teaching sequence/long writing piece</p>		<p>Green tick indicates that the children have achieved it. P indicates that the children have partially achieved. Pink dot (.) indicates that the children have not achieved it.</p>
<p>Planning for progression is evident through work/books. Teaching is focused on the correct skills and subject content for the pupils, learning objectives match LT skills &amp; MT plans.</p>		<p>Star learners directly reflect the skills from the LT plans</p>
<p>Presentation of books is of a high standard. The work shows pupils have learnt from their mistakes.</p>		<p>Worksheets are trimmed and stuck neatly in books. Worksheets match the learning objective and the learning objective is not matched to a worksheet found on <b>twinkl</b>.</p>
<p>Are literacy/maths non-negotiables addressed? Work dated?</p>		<p>Work is always dated. Non-negotiables underlined in pink or commented upon. Children respond in purple pen if not achieved.</p>
<p>KWLs And KO are used at the beginning of each new topic and there are opportunities for children to refer back to them through their challenges. Does learning match KOs and vocab?</p>		<p>Pop quizzes should take place at the end of every topic. Questions to directly link to KWLs and KO and key vocabulary. This will be used as an assessment tool for foundation subjects. Teachers can highlight KOs if there is evidence the child has learned the knowledge.</p>
<p>How are practical learning, discussions and debates recorded? Is there evidence?</p>		<p>Examples of evidence include: photographs, pic collage.</p>
<p><b>Additional comments:</b></p>		

# Appendix B, Planning proforma

## SHORT TERM MATHS PLAN


Aston Lodge Primary School Year 6

Teacher: Mrs Morton

Term 1a

Week 3

Unit of work: Place Value

<b>HAPs</b> BM, CC, IF, AO, JS, AS, LT, EW.  <b>AIMING HIGHER:</b>		<b>MAPs</b> LB, GF, MH, AM, MM, SM, LR, DS, ET, MW, CW		<b>LAPs</b> MA, KB, AD, RL, OM, LW, KW		<b>SEN</b> OM, DS,		Pupil Premium OM, DS,		
Maths Weekly Plan 		Class - Sycamore (Year 6) Week Beginning - 21.9.20				Mental Maths Targets for the week (based on mistakes from previous week) <ul style="list-style-type: none"> <li>Fractions of a number with numerator larger than 1</li> <li>Two-digit X two digit</li> </ul>				
	Arithmetic Starter Oral Mental Starter	Whole Class Shared Session/ New Learning including Problem called 'BIG QUESTION' Teaching/ Modelling Reviewing of Progress				Independent Practice Differentiated Activities including deployment of TA and CT Application of skill and problem solving	Application of skill and problem solving activities	Learning Stops/Plenary (Review/assess learning)	Notes/Next steps	
Mon	Objective  Teaching points/Key Questions  Arithmetic Starter*	Objective To use negative numbers in context, and calculate intervals across zero  Teaching points/Key Questions 1.Share 'BIG QUESTION' with class - copy given to each child to stick in books:				HAPs - One strip of 6D fluency - Double page of 6D	-Revisit 'Big Question' shared at start of lesson.  -Can the children answer it?	Mark some answers as part of review of lesson  - Have chn developed their skill/met learning objective/on track to meet		