

# Maths at BVPS

- 1) The maths curriculum
- 2) How we challenge and support
- 3) How your child can achieve and enjoy

# The National Curriculum for mathematics

- 1) Fluency
- 2) Reasoning
- 3) Problem solving

# Fluency

## Last curriculum:

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$6 + 4 = 10$$

$$9 + 1 = 10$$

$$5 + 5 = 10$$

## This curriculum:

$$2 + 8 = 10$$

$$10 = 3 + ?$$

$$3 + 3 + ? = 10$$

$$8 + 2 = 4 + ?$$

$$10 = 14 - ?$$

# Reasoning

What would the difference be between buying 20 single apples and 2 bags of 10 apples?

the twenty  
Apples would roll  
A way

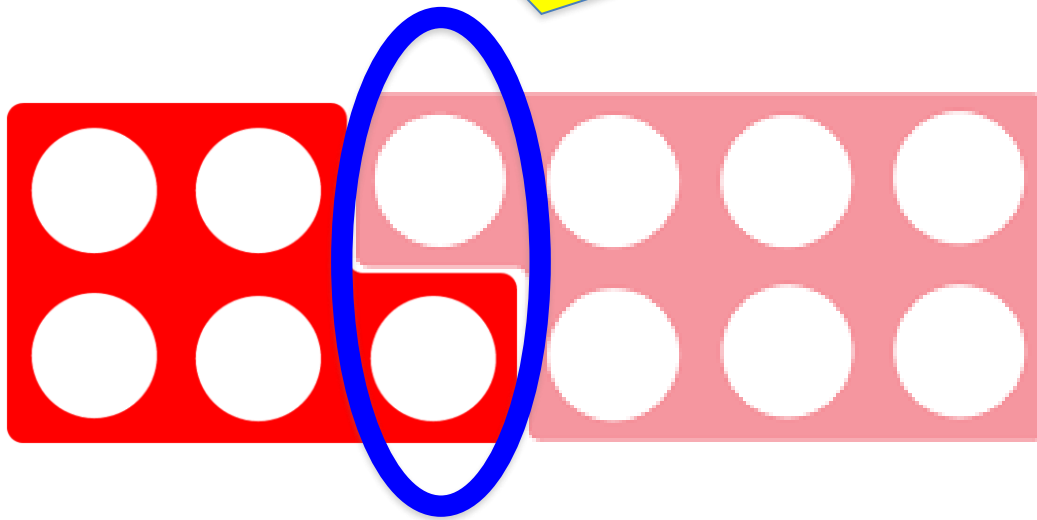
## Reasoning

Sometimes? Always?  
Never?

An odd number plus  
an odd number equals  
an odd number.

## Reasoning

An odd number plus  
an odd number equals  
an odd number.



# Problem solving



# Problem solving

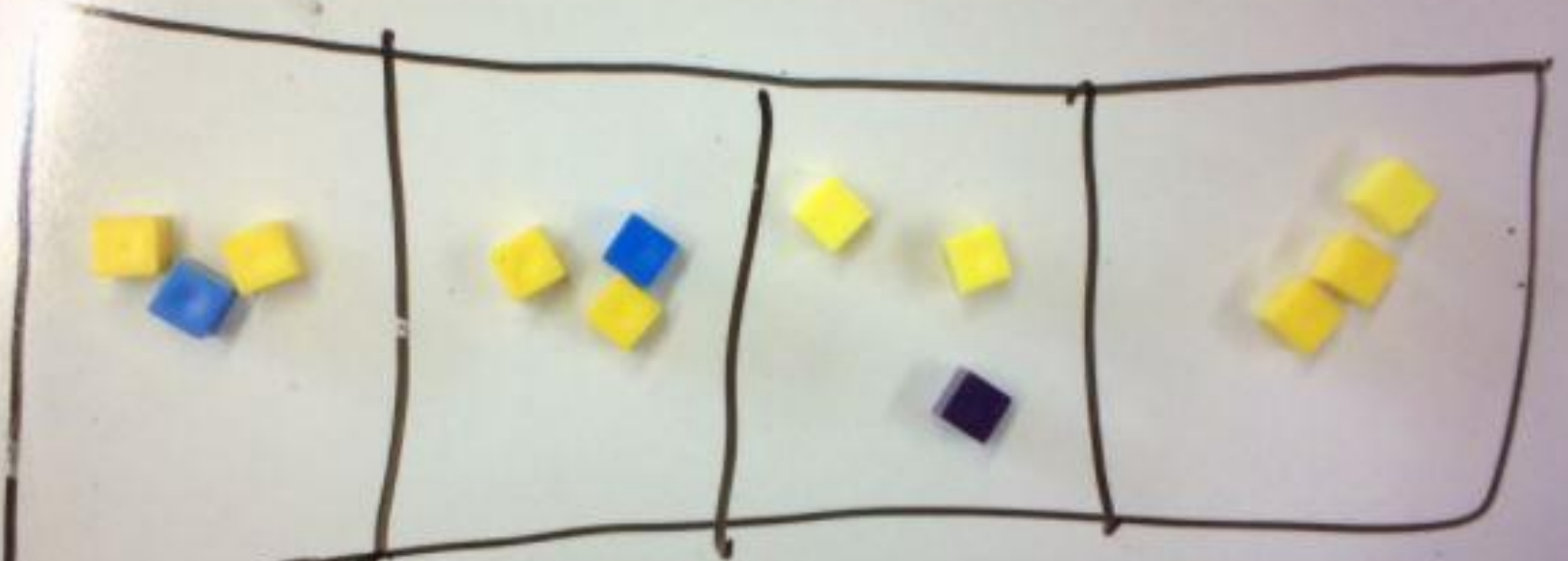
I had 16 sweets. I gave  $\frac{3}{4}$  of my sweets to my friend.

How many sweets did I give them?

# Reasoning

$$\frac{3}{4} \text{ of } 16 = \underbrace{\begin{array}{|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet \\ \hline \end{array}}_{12}$$

The diagram illustrates the calculation of 3/4 of 16. It shows a large rectangle divided into four equal vertical sections. Each section contains four white dots arranged in a 2x2 grid. A white bracket underneath the first three sections is labeled with the number 12, indicating that 3/4 of the total 16 dots is 12.



-15

**28**

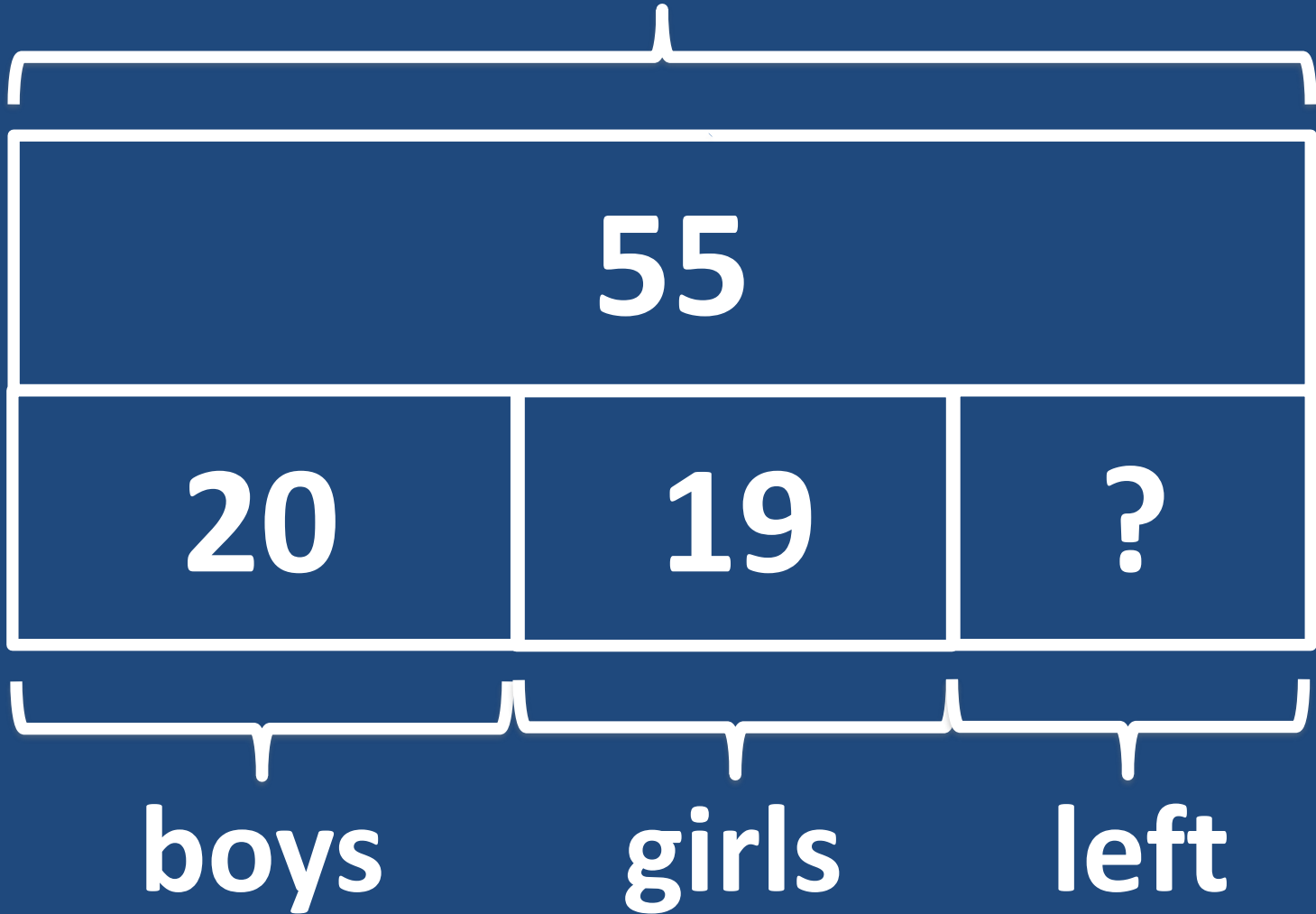
There are **55** cakes.

**20** boys and **19** girls each take a cake.

How many cakes are **left**?



All the cakes



# Challenge and support

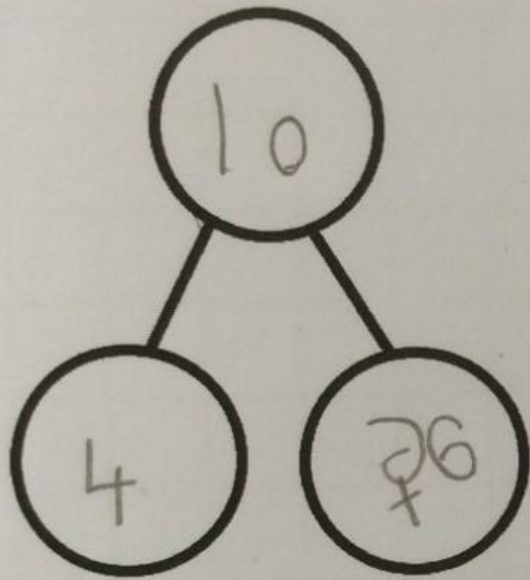
Mini:  $\text{Q}_{\text{u}}^{\text{v}}$  z

$$1. \quad 7 + 3 = 10 \quad \checkmark$$

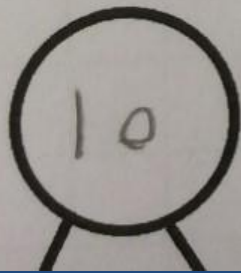
$$2. \quad 70 + 30 = 100 \quad \checkmark$$

3.

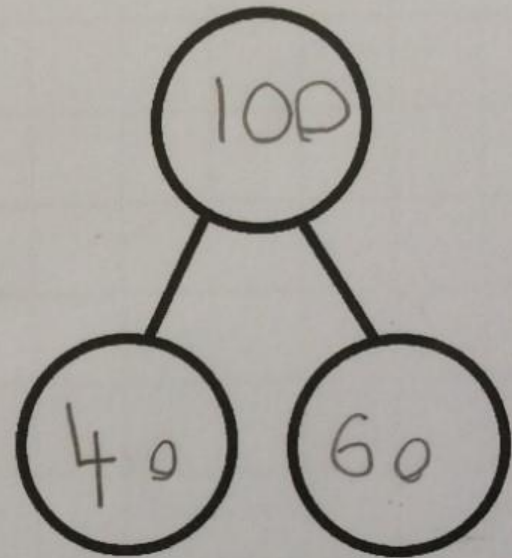
$$\underline{1} + \underline{9} = \underline{10}$$



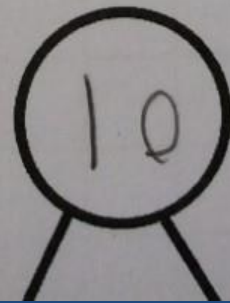
$$\underline{4} + \underline{6} = \underline{10}$$



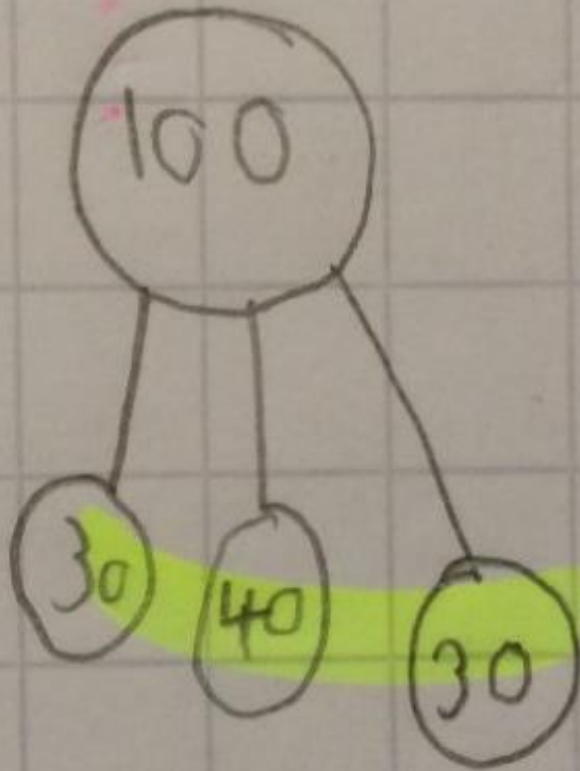
$$\underline{10} + \underline{90} = \underline{100}$$



$$\underline{40} + \underline{60} = \underline{100}$$









$$2 + \square = 10$$

internal memory

10 x  
+ 3





1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

$$\boxed{7} + \boxed{3} + \boxed{5} = \boxed{15}$$
$$\boxed{0} + \boxed{5} = \boxed{15}$$

$$7 + 3 + 5 = \boxed{15}$$
$$6 + 4 + 2 = \boxed{12}$$
$$5 + 5 = \boxed{10}$$

Write your own:  
 $5 + 5 = 10$   
 $0 + 1 = 10$

L.1.3-Add three numbers


$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$$
$$7 + 3 + 5 = \boxed{\phantom{0}}$$
$$\phantom{7} + 2 = \boxed{\phantom{0}}$$
$$6 + 5 = \boxed{\phantom{0}}$$

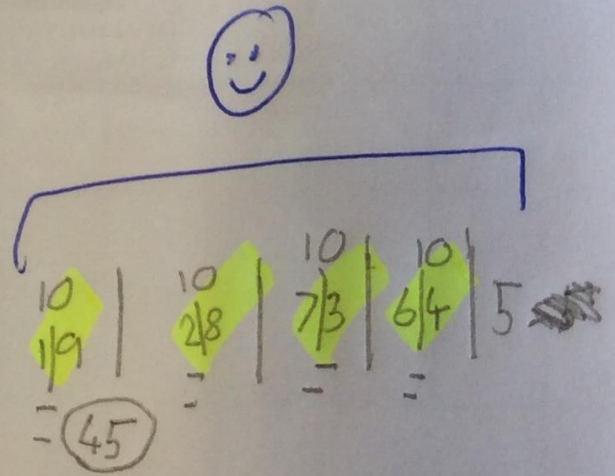


$$1 + 5 + 9 = \boxed{15}$$

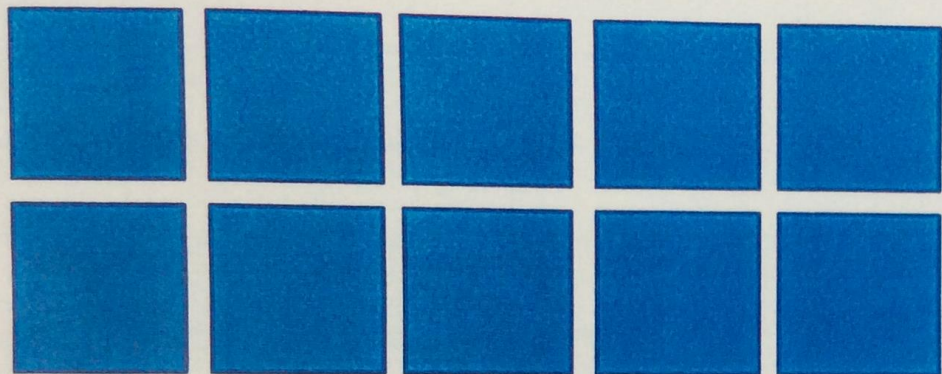
$$4 + \boxed{7} + 6 = 17$$

$$\boxed{9} + 3 + 7 = 19$$

Challenge:  $1+2+3+4+5+6+7+8+9=$



1) Write 2 multiplication calculations for each array.



$$\underline{2} \times \underline{5} = \underline{10}$$

$$\underline{5} \times \underline{2} = \underline{10}$$



$$\underline{5} \times \underline{6} = \underline{30}$$

$$\underline{6} \times \underline{5} = \underline{30}$$

2)

Draw 2 arrays for each calculation:

$4 \times 3$

$8 \times 2$



Fill in the missing boxes.

$$3 \times \boxed{2} = 6$$

$$\boxed{10} \times 2 = 20$$

$$7 \times 2 = \boxed{\begin{array}{r} 14 \\ +7 \\ \hline \end{array}}$$

Thomas says that  $10 \times 2 = 22$

18

$$3 \times 3 \times 2 = 18$$

58



How your child can  
achieve and enjoy



Back

Cards

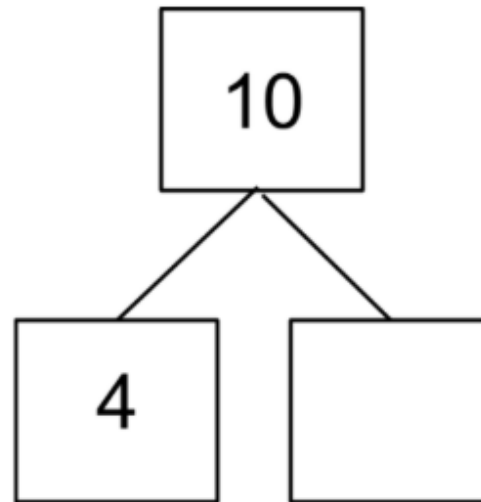
PROGRESS 2/11

Play

Shuffle

Options

https://quizlet.com/create-set



Click card to see the term





1,018



LOGOUT



CITY



HOUSE



GARDEN



You've got an assessment to do!

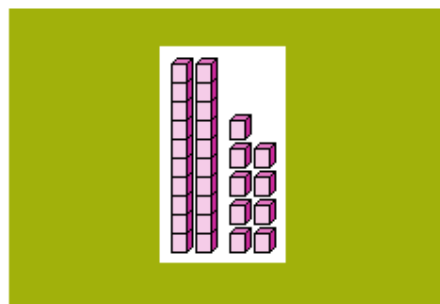
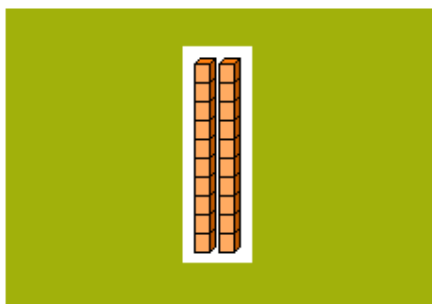
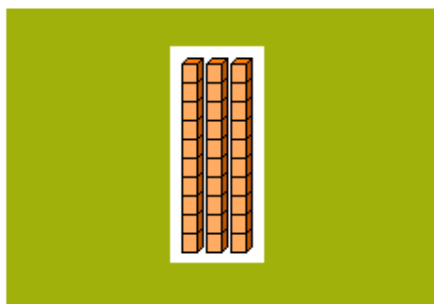
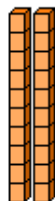
CONTINUE

<https://quizlet.com/gb/427374012/number-bonds-to-10-flash-cards/>

# Mr Setchell's challenge

1

Ten more than:



# Summary

- 1) Fluency: Practise facts little but often (bonds and 2s, 5s and 10s TT)
- 2) Reasoning: We listen to children read. Listen to them using their mathematical language.
- 3) Problem solving: Draw it!