

Maths Passports

The St. Andrew's maths passports have been designed to allow parents to support their child with the mathematics learning taking place at school. It is the expectation that children complete all the passports for their year group before moving into the next class. For example, by the end of Year 1, they should have completed 1.1, 1.2, 1.3 and 1.4, ready to begin 2.1 in Year 2. Each passport supports the learning objectives for that year group.

Maths passports support the learning of multiplication and division facts for the tables up to 12, as well as embedding number facts which are essential for building their maths foundations.

All children should have their maths passports stapled into the back of their reading record, so when you read with your child daily, you can test your child on one of the objectives on their passport. When you have worked on each objective with your child and you feel that they are secure, sign the passport and we will test them in school.

Mathletics

<https://www.mathletics.com/uk/>

Mathletics is a site that supports children with all objectives within their year group. It allows children opportunities to practise and embed their new learning.



Children can earn points and each term classes compete to have achieved the winning number of points. Individuals are also rewarded for their efforts through earning certificates, which are awarded at the end of each term.

Each term we also have a competition between the year groups to see which class has achieved the most Mathletics points that term.

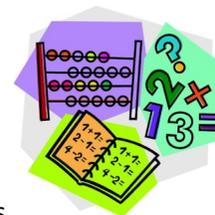
Miss R. Clark (Maths Subject Leader)



St Andrew's Mathematics

Supporting your child

This booklet is designed to give advice on how best to support your child with their mathematics learning at home and the expectations that children need to be meeting. We hope this booklet is useful to you.



Mastery Curriculum

At St. Andrew's we have embedded a mastery approach to teaching mathematics. Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than being able to memorise key procedures or resort to rote learning. In the past, once a child was confident with a method or concept, they would often move onto working with bigger numbers, e.g. once they can use column addition with 3 digit numbers, they move onto using 4 digit numbers. Teaching for Mastery focusses on deepening understanding to allow children to make links across many concepts in maths.

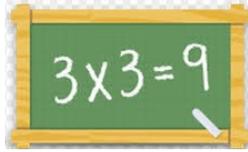
As a school, we are in our third year as part of the NCETM (National Centre of Excellence for the Teaching of Mathematics) Maths Hub and through this, Miss Clark has been selected to become a Primary Mastery Specialist, supporting schools with the teaching of mastery across the county.

The end goal and expectation is for all pupils (with very limited exceptions) to have acquired the fundamental facts and concepts of maths for their year or key stage, such that by the end of it they have achieved mastery in the maths they have been taught. At this point they are ready to move confidently on to their next stage of maths. Children working at a level of greater depth are challenged through reasoning problems and open ended challenges.

Mastery of a mathematical concept means a child can use their knowledge of the concept, e.g. multiplying by a 1 digit number, to solve unfamiliar word problems, and undertake complex reasoning, using the appropriate mathematical vocabulary. Maths mastery is not a quick fix to maths learning but a journey that the teacher and pupils go on together and the support of parents will greatly benefit children in securing and embedding the fundamental concepts within maths.

There are many ways you can support your child at home with their mathematics learning. If you are unsure of the methods used to teach a concept to children, our calculation policy is available to view on the St. Andrew's website.

Multiplication Table Check (MTC)



What is the Multiplication Table Check?

The government have now introduced a statutory times table test, to be administered to pupils in the summer term of Year 4. It will be held at the same time as Year 6 will complete their SATs.

The purpose of the check is to determine whether Year 4 pupils can **fluently and instantly** recall their times tables up to 12, which is essential for future success in mathematics.

The MTC will be delivered as an online, on-screen digital assessment and will take each pupil around 5 minutes to complete. The content for this MTC is based on the national curriculum (2014). The national curriculum states, 'By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 times table and show precision and fluency in their work'. The year 4 programme of study for mathematics also states, 'Pupils should be taught to recall multiplication and division facts for multiplication tables up to 12×12 '.

The learning of these facts needs to begin when children are in KS1 in order for them to be secure both their multiplication and division facts for all the multiplication tables up to 12, by the time they are in Year 4. So they need, for example, to know that $7 \times 8 = 56$ and that $56 \div 8 = 7$. Due to the vast amount of concepts needed to be covered in school, supporting your child at home to learn their tables, will be of great benefit to them and allow them sufficient time to embed these facts and acquire **instant recall**.

When taking the test, children will have 6 seconds, once the question appears, to read the question and enter their answer. Due to the 6 second limitation, the importance of security and instant recall of number facts is essential.

We expect children to learn these tables at home as well as in school and your support will be necessary to help them reach the targets set by the end of Year 4.

How can you support your child?

Supporting your child to learn their times tables can be done anywhere and is not a time consuming activity. Everyday activities can be an opportunity to practise, e.g walking to school and in the car, multiplying numbers on a car number plate. Each time you hand your child something, you can ask them a multiplication question and over time, these facts will become embedded.

There are also lots of fun, easy games that can be played at home:

Bingo - this can be done by focusing on one multiplication table or as many as you like. Create a grid, and plot multiplication questions in each box, e.g. 6×5 . You can then call out answers and if the answers match the calculations then mark them off.

Rock, Paper, Times Tables - following the same rules as rock, paper, scissors; in a pair call rock, paper, times tables and each person shows an amount of fingers. The winner of each round is the person who can multiply the amount shown on their fingers by the amount on their partners first.

Playing cards - take the picture cards out of a pack of cards (or assign them values of 0, 11 and 12). Turn all the cards upside down on a table and each player takes it in turns to turn over 2 cards. If they can multiply them correctly they keep the cards. The winner is the person with the most cards.

Maths Shed

<https://www.mathshed.com/>

Maths shed focuses on developing secure number knowledge. It is also a fantastic way to practice for the Multiplication Table Check, as the times tables can be done against the clock. It closely resembles the format of the MTC therefore allowing children the opportunity to practise efficiently inputting the answer to questions.

The log in details for maths shed are the same as the spelling shed log in.

