



Maths Newsletter

Welcome back to our Maths Newsletter! This half-term has been an action packed half-term of maths!

Red Rose Maths

Our Maths scheme of maths has now been rolled out to Year 5. Next year the Year 6 children will also be using this resource in their maths lessons. Lots of parents came to the workshops based on this resource in the Autumn Term. The essence of Red Rose is that we want every child to have a go at Maths!

How Does it Look in a Classroom?

- Lesson design identifies the new mathematics that is to be taught, the key points, the difficult points and a carefully sequenced journey through the learning. The lesson includes modelling, back and forth interaction, questioning, short tasks, explanation, demonstration and discussion.
- The class work together on the same key point, in mixed ability pairings, whilst at the same time being provided with challenge and support to gain depth of understanding and proficiency. Acceleration to higher content is avoided.
- If pupils fail to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward with the whole class in the next lesson. Additional intervention may also be required for some children.

TTRS Leader Board

Make sure to keep practising on TTRS to see if you can become a ROCK LEGEND!

1	Sebastian	Flo Stemple	8.33	0.62	Rock Hero
2	Lucas	Andrew Meek	8.11	0.91	Rock Hero
3	Amalia	Queen Holder	9.09	1.09	Rock Legend
4	Henry	Hero Hargreaves	3.55	1.14	Rock Legend
5	Polly	Natty Rippler	3.14	1.18	Rock Legend



Maths Challenges

Have a go at these challenges—if you bring me the answers, I will get out some Team Points!

KS 1 Challenge:

1% Club Challenge

What is the largest number between 1 and 1,000,000 that, when written out in words, doesn't contain the letter 'N'?

Crossword Challenge

Write down the answers to this crossword in words.

Across

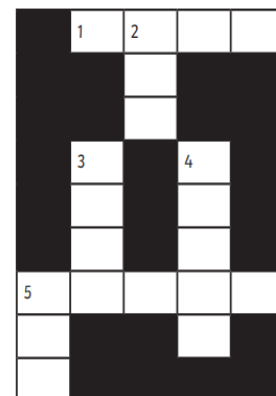
1. $7 - 5 + 2$

5. $5 + 2$

Down

2. $9 - 2 - 6$ 4. $10 - 4 - 3$

3. $3 + 3 + 1$ 5. $10 - 5 + 1$



Rachel Riley

Inspirational Mathematician

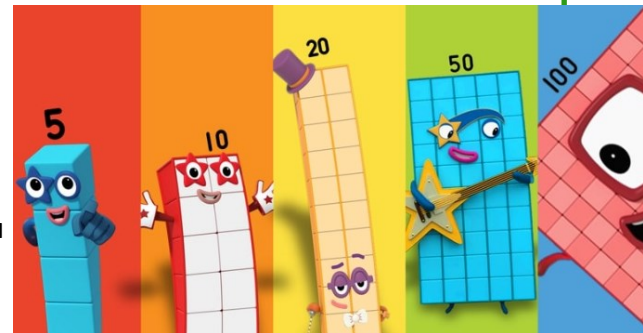


What Rachel did: Television presenter Rachel Riley studied Mathematics at Oxford University. At age 22 she joined *Countdown* where she applies her maths skills on a regular basis, handling the letters and numbers rounds to find solutions to complicated problems. She has gone on to present other shows including *8 Out of 10 Cats Does Countdown* and *The Gadget Show*, and even starred as a contestant on *Strictly Come Dancing*!

Rachel's impact: Riley has visited many schools over the years in an endeavour to inspire children on the "joys of applied maths, quantum mechanics and time travel" and increase the numbers of females participating in STEM subjects. She has shown us that pursuing your passion and studying maths at university can lead to us down different avenues, including less conventional ones such as a career in television!

EYFS Maths—Numberblocks

In Class 1, a key favourite is NUMBERBLOCKS. Numberblocks is a series of video clips with lots of catchy tunes. Numberblocks is designed so your child can just press play and have fun while learning essential number skills. It works by using is a step-by-step learning journey grouped neatly into five colour-coded levels. Each level introduces ever greater numbers and a sequence of key topics and skills that help your child build natural number sense and a solid foundation of mathematical understanding. There are lots of activities you could try at home here: <https://www.learningblocks.tv/numberblocks/home>



Maths Joke Corner!

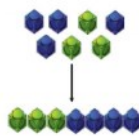
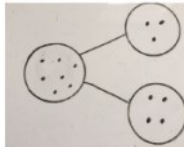
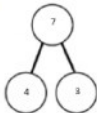
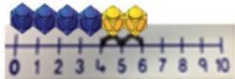

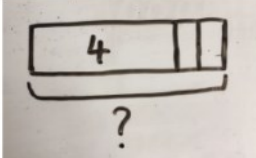
What is a Maths teacher's favourite subject?

SUMmer!

Have you got a Maths joke, if you come tell Miss Gill yours!

Concrete, Pictorial and Abstract

A key principle of our Maths lessons are the use of resources. These include concrete resources—these are ones the children can touch and manipulate. Pictorial resources—these are resources that are on paper, that children can draw. Abstract—is allowing the children to have these representations in their head and use numbers and symbols to represent their maths.

Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p>  	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p> 