Maths Workshop
27th January 2026

Alison Clark

Year 6 teacher and Maths Subject Leader

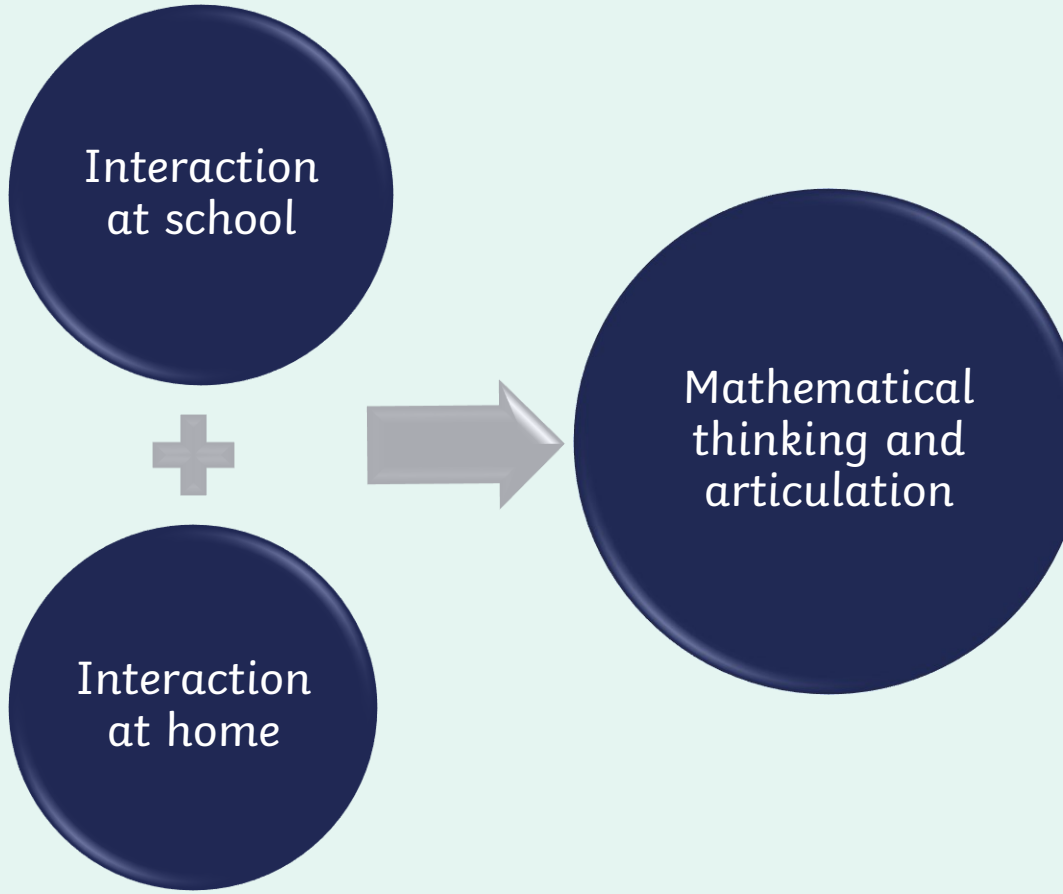
Timings for this morning

- Presentation and Q&A to 9:30.
- Visit classroom(s) between 9:30 and 10:00
- Watch maths activities and ask your child what they are learning
- Look in maths book, arithmetic book and displays
- Reminder: staff will be working with children and not available for questions

- Questions?
- Please add questions and comments to post-it notes and stick them on the tables. Please write your child's name or year group on the note if relevant.

Purpose and Aims

- To welcome you into our school to watch a learning session
- To provide information on how maths is taught
- To encourage a positive mindset towards maths
- To suggest ways you can help with maths at home
- To allow children to demonstrate their maths skills, maths books and to share their enthusiasm for maths
- To demonstrate resources and problem solving activities in a positive learning environment



SATs questions: how do they make you feel?

Write the missing numbers so that $3 \times b - a = 2$

a	b
	2
13	

ANSWER

Write the missing numbers so that $3 \times b - a = 2$

a	b
4	2
13	**5**

SATs questions: how do they make you feel?

$$33{,}630 = 354 \times 95$$

Use this multiplication to complete the calculations below.

$354 \times 9.5 =$ ☐

$3{,}540 \times 95 =$ ☐

$3{,}363 \div 95 =$ ☐

ANSWER

$33{,}630 = 354 \times 95$

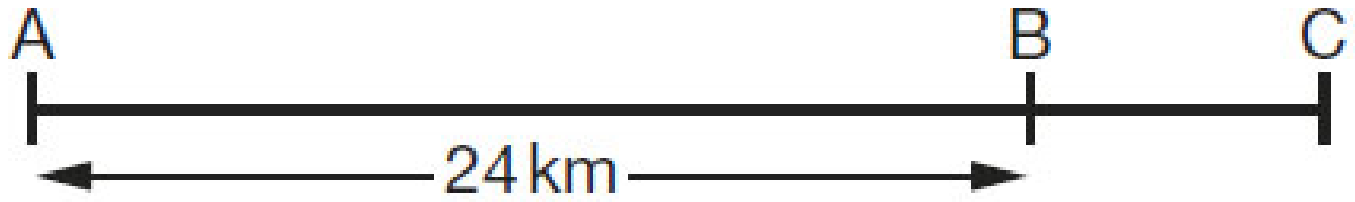
Use this multiplication to complete the calculations below.

$354 \times 9.5 =$ **3,363**

$3{,}540 \times 95 =$ **336,300**

$3{,}363 \div 95 =$ **35.4**

SATs questions: how do they make you feel?



Not to scale

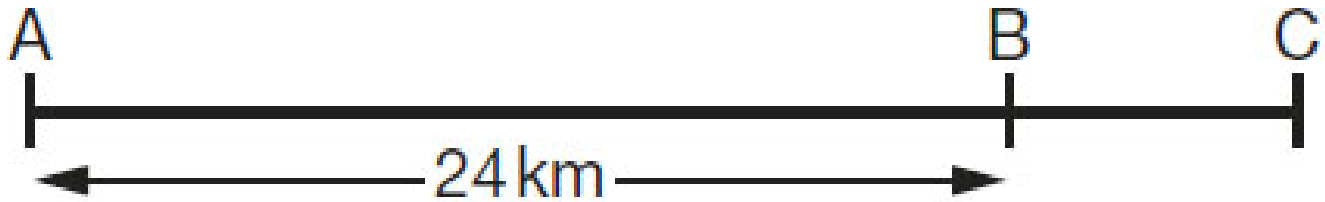
The distance from A to B is $\frac{3}{4}$ of the distance from A to C.

What is the distance from **B** to **C**?

km

1 mark

ANSWER



Not to scale

The distance from A to B is $\frac{3}{4}$ of the distance from A to C.

What is the distance from **B** to **C**?

8 km

1 mark

What is maths?

- Mathematics is **a subject that deals with numbers, shapes, logic, quantity and arrangements**. Mathematics teaches to solve problems based on numerical calculations and find the solutions.

Number and place value	Addition and subtraction	Multiplication and division	Fractions, decimals and percentages	Ratio and proportion
Algebra	Measurement	Properties of shapes	Position and direction	Statistics

- Areas of maths are connected. Maths is essential for everyday life, crucial for employment, a foundation for understanding the world. It encourages creativity, logical thinking and it is fun!

“I’m not sure how to help my child as I don’t know how they teach maths these days.”

Maths in school today is about understanding, not just answers.

Children are taught maths through concrete resources, pictures, and then symbols. This helps them understand <u>why</u> methods work, not just <u>how</u>. Some concrete resources include...

Counters

Cuisenaire

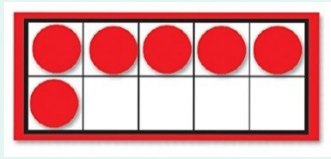
Dienes/Base 10

Multilink

Dice

Numicon

Bead strings

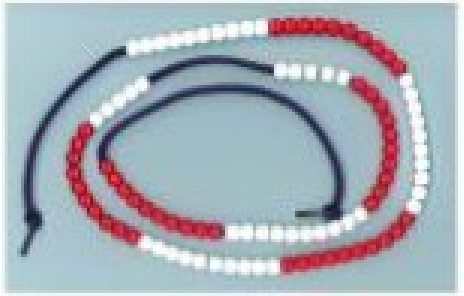


Tens frames

Manipulatives used to deepen thinking

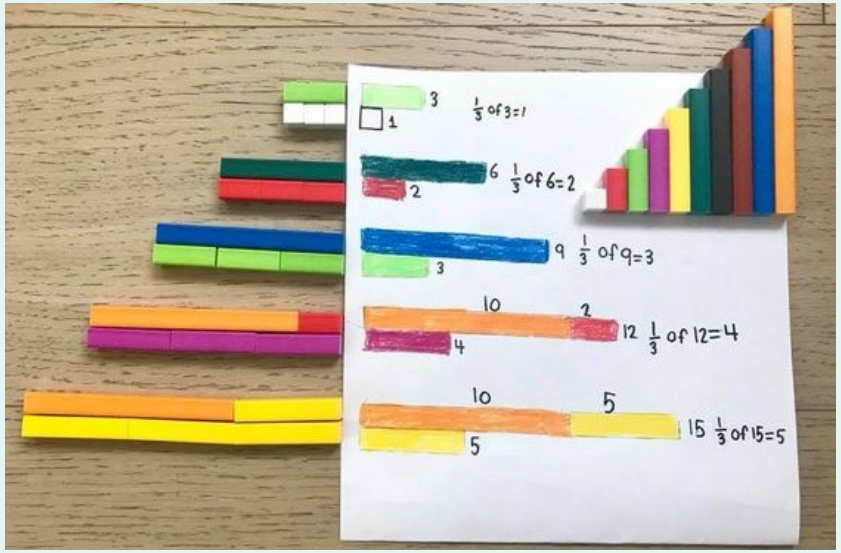
Convince me that...

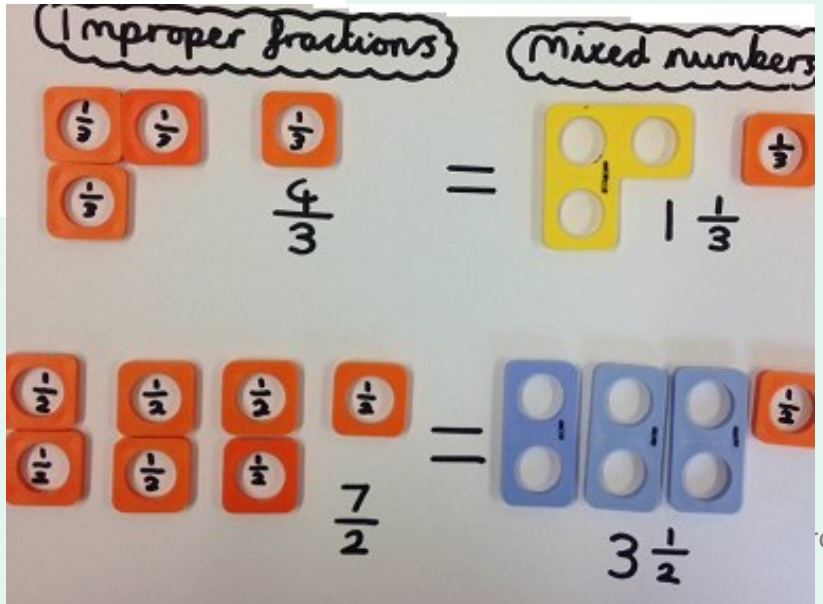
There are 7 different whole numbers **between** 5 and 13.



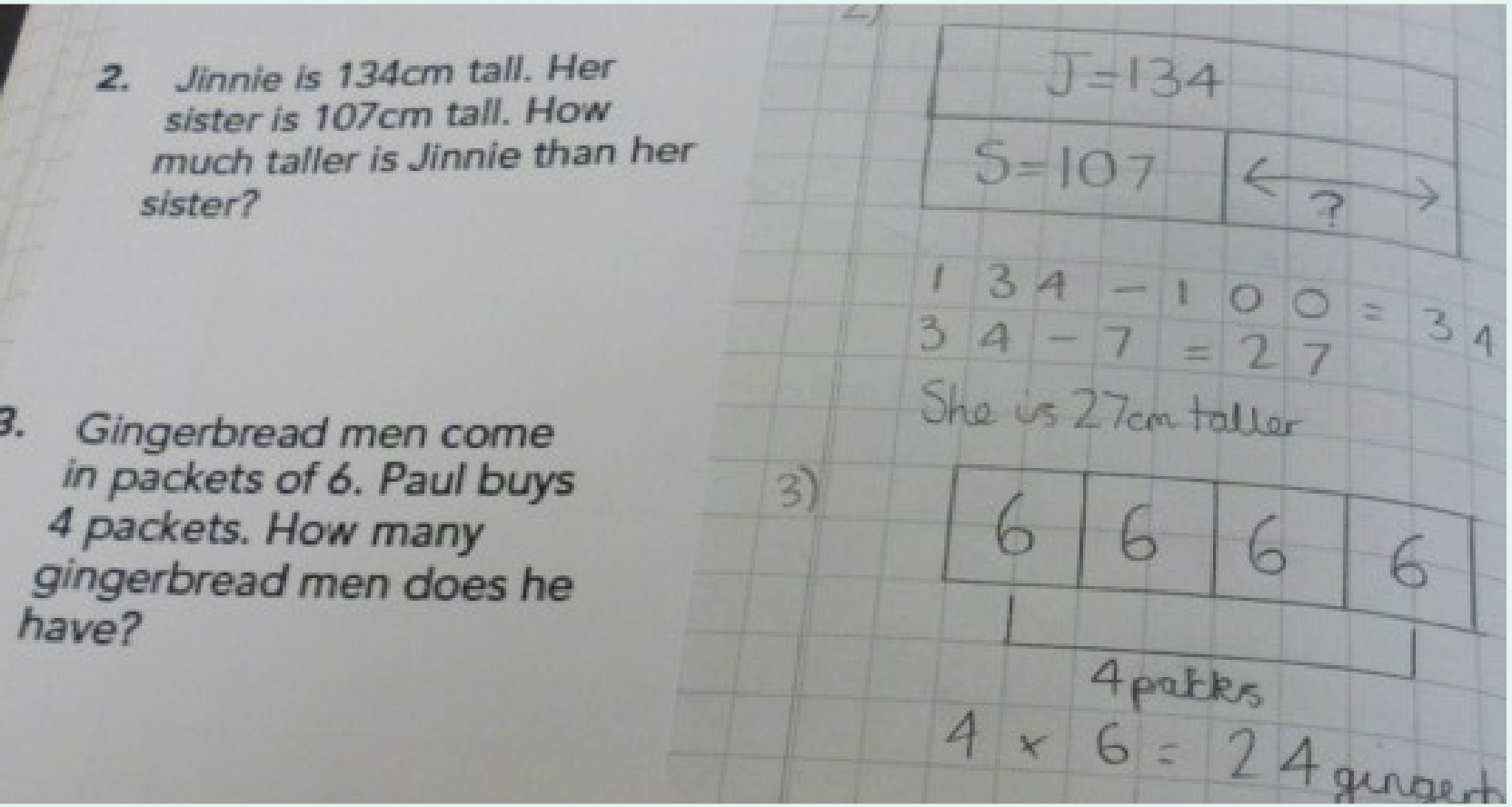
That 6.2 is halfway between 5.9 and 6.5

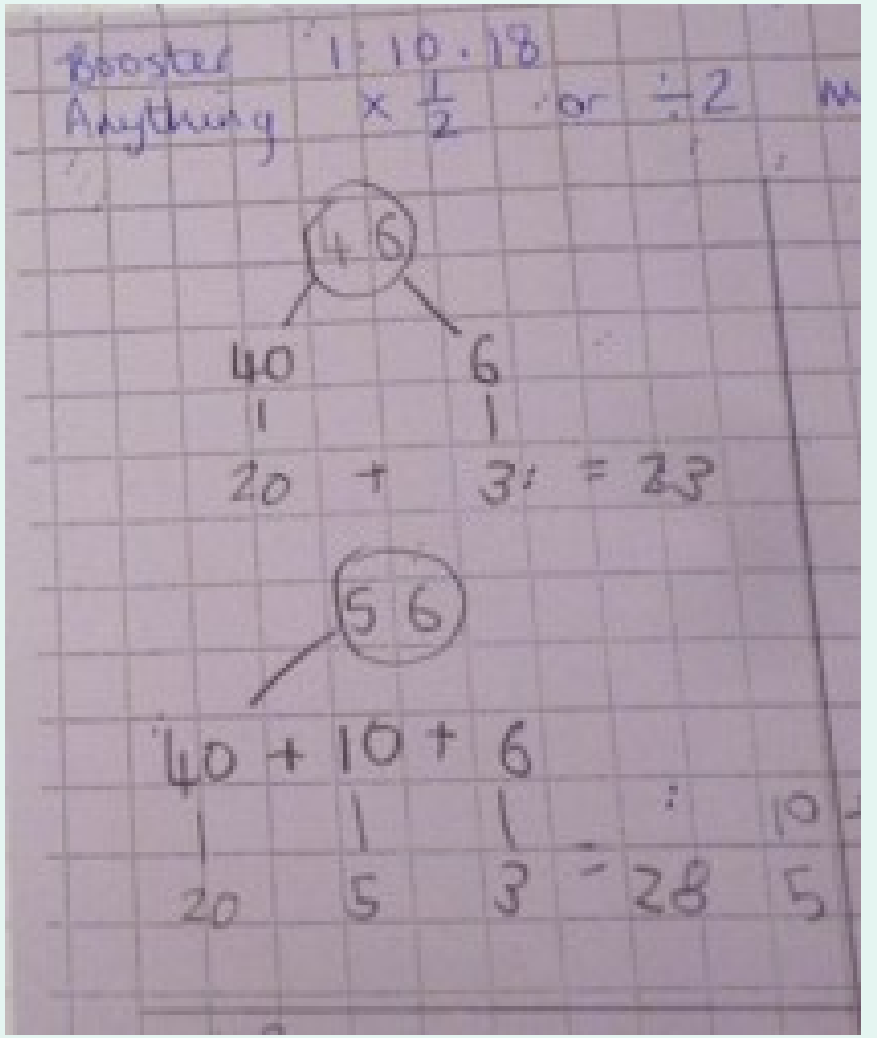
That 10% of 80 is equal to 80% of 10



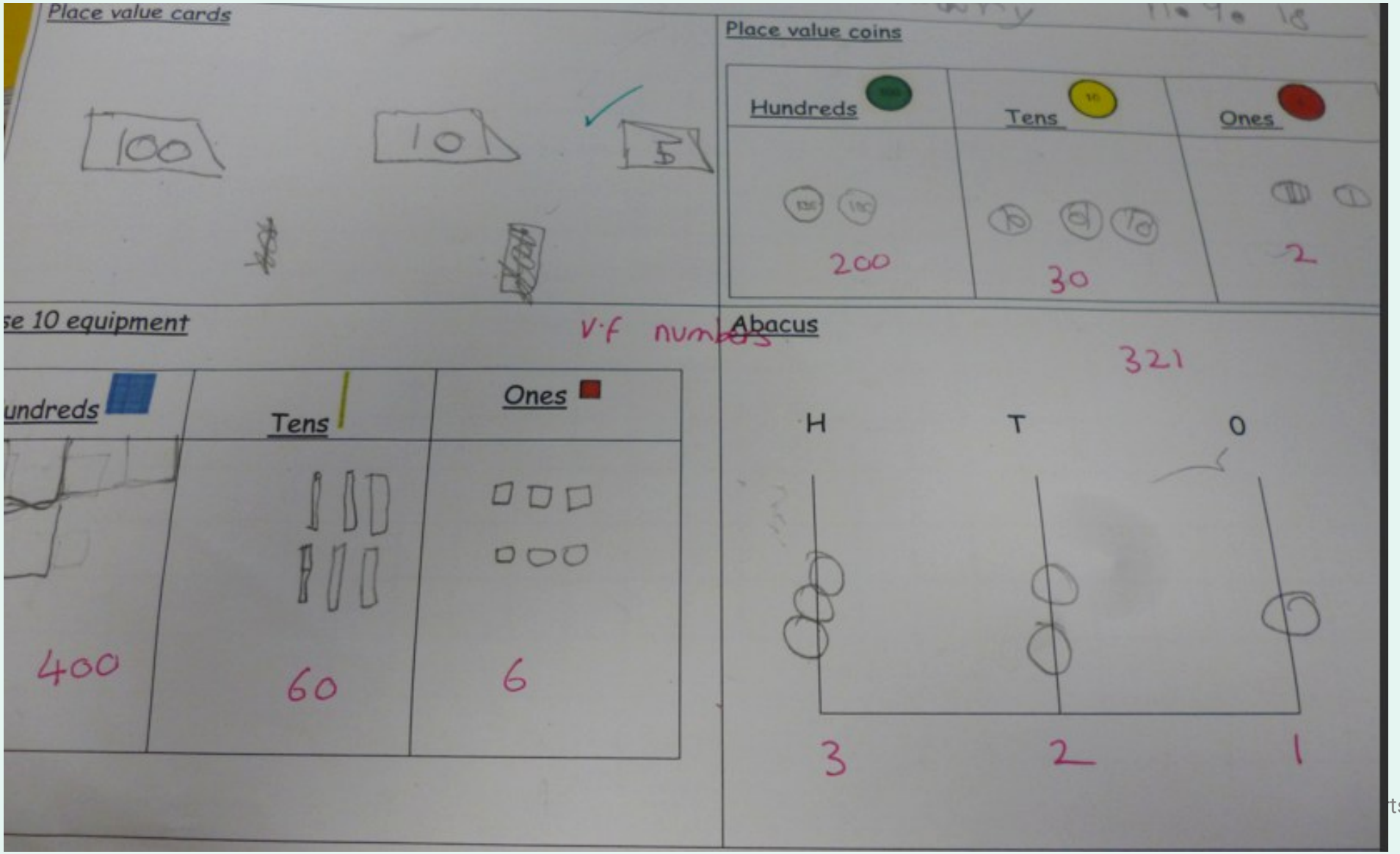


Children are taught to solve problems by drawing answers to help them calculate, to demonstrate understanding and to solve problems efficiently.

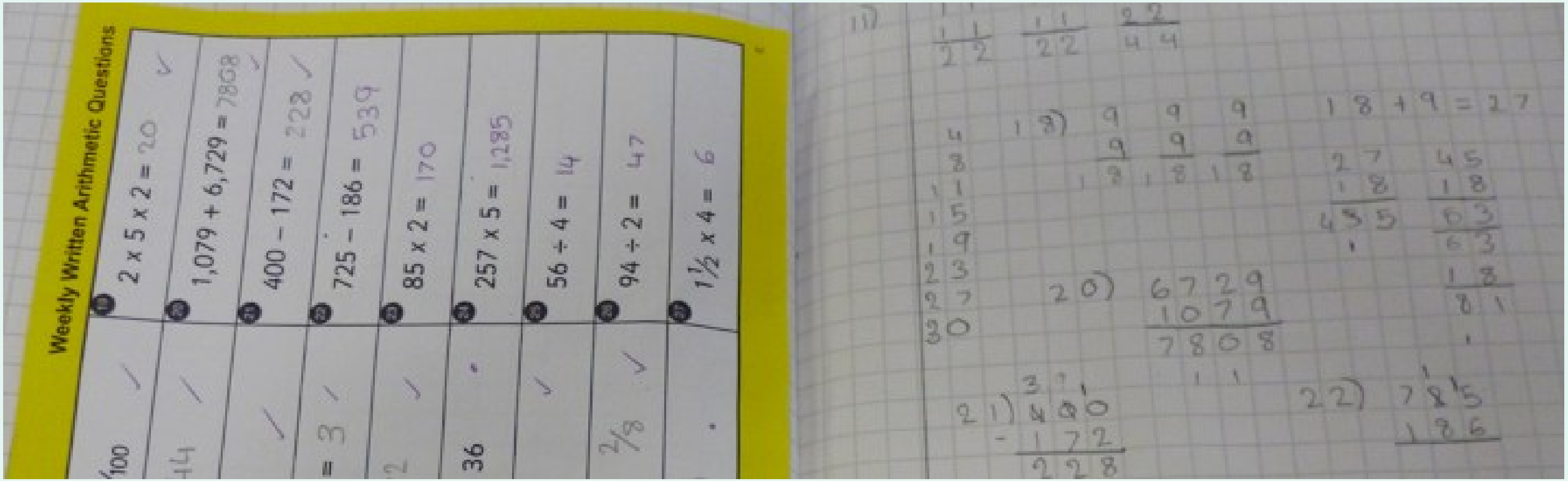




Year 2 example of pictorial representations



This leads to abstract representations



How to best support your child with maths

We don't expect you to be a maths teacher!

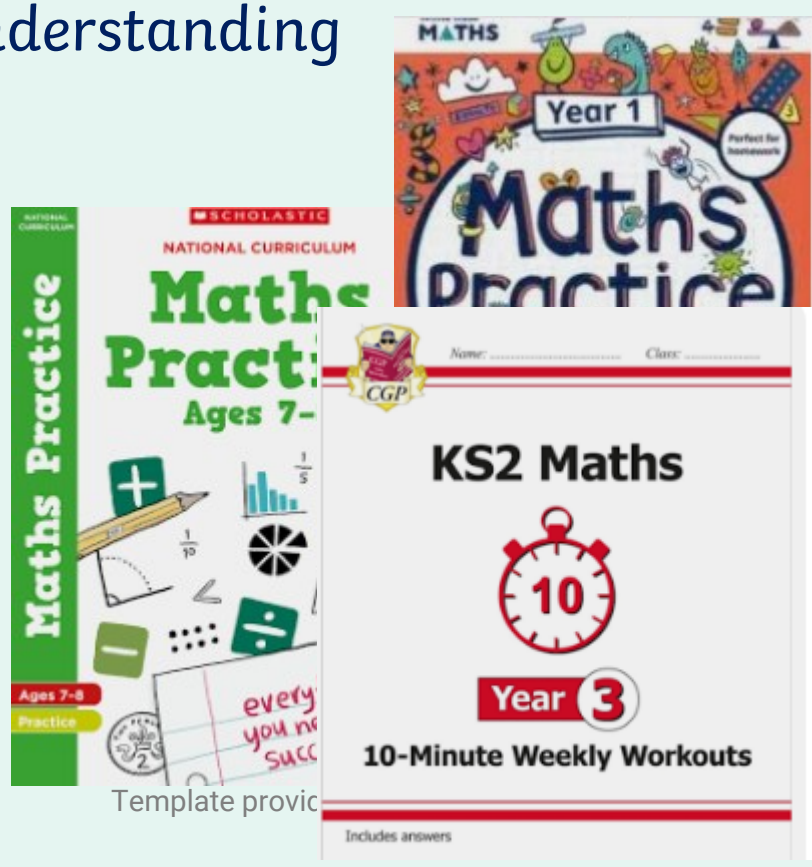
You don't need to teach methods at home.

Worried that your method is different? Focus on the understanding rather than showing a new method.

- "How are you meant to do this at school?"
- "Can you show me your method?"
- "Why does that work?"

If a child can explain, then they understand.

Clarify from the teacher OR Google, ChatGPT, YouTube or refer to maths books



Practical Ideas

This is what your child needs from you:

- Positive mindset about maths
- Praise for effort and resilience
- Regular talk about maths (fractions, counting, times tables, measuring, time, money)

Encourage regular practice of core skills (little and often)

- Number bonds (10, 20, 100)
- Counting (1s, 2s, 5s, etc, decimals, negative no.s)
- Times tables
- Spotting patterns
- Games (especially board games)
- Telling the time (buy them an analogue watch)

Maths at home

Please avoid!

"This is how I was taught"

"I was always bad at maths at school"

I can't do maths...ask your .... instead

"What's the answer?"
"That was quick!"

Say instead...

"Show me how your teacher showed you"

"Can you teach me?"

Let's ask...
(google, chatgpt, youtube, teacher)

Well done for: trying, effort, sticking with it!

Struggling with maths problems is normal.

Thinking matters more than speed.

Methods may look slightly different, but the maths is the same.

How many have you got?

Why is 10 x 6 the same as 5 x 12?
What pattern can you see?

Is there another, quicker way to work that out?

What's 6 x 8?

Talking leads to deeper thinking

How many more do you need?

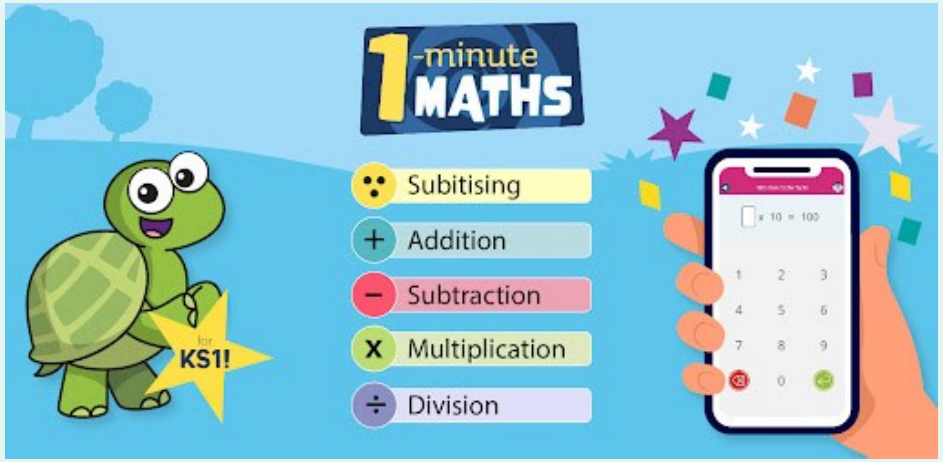
How did you solve that problem?
How did you work that out?

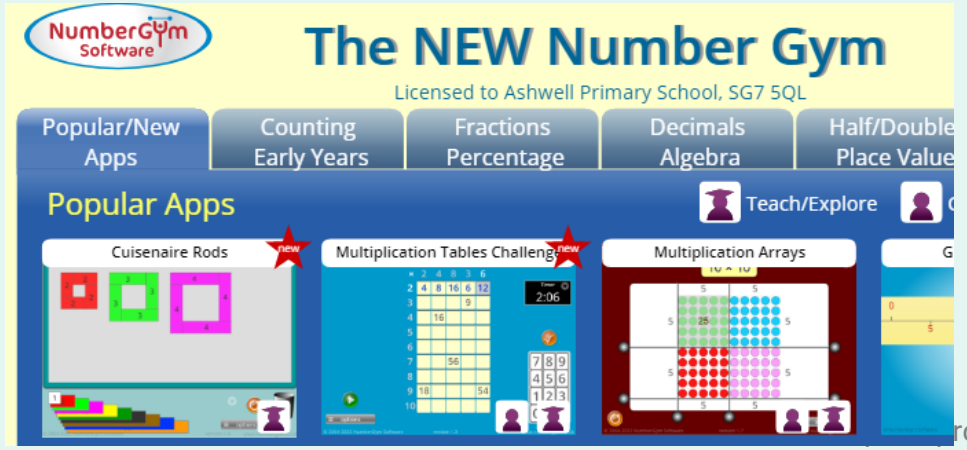
What can you draw or write down to help you

What's the same, what's different?

How you can help at home: Maths online

- Numbots (Rec–Y2) and TT Rockstars (Y2–Y6) as often as possible
- Numbergym.co.uk (username Ashwell, password silver)
- Hit the Button (topmarks.co.uk)
- White Rose Maths free app (1-Minute Maths)





Extending confident children

For children who enjoy maths:

- Puzzle books
- Logic games
- Pattern spotting
- “What if?” questions
- Applying maths in real life
- Word problems involving more than one step

Not racing ahead with harder methods.

You are already helping if you...

✓ Show interest

✓ Talk positively about maths

✓ Ask questions

✓ Encourage them to practise little and often

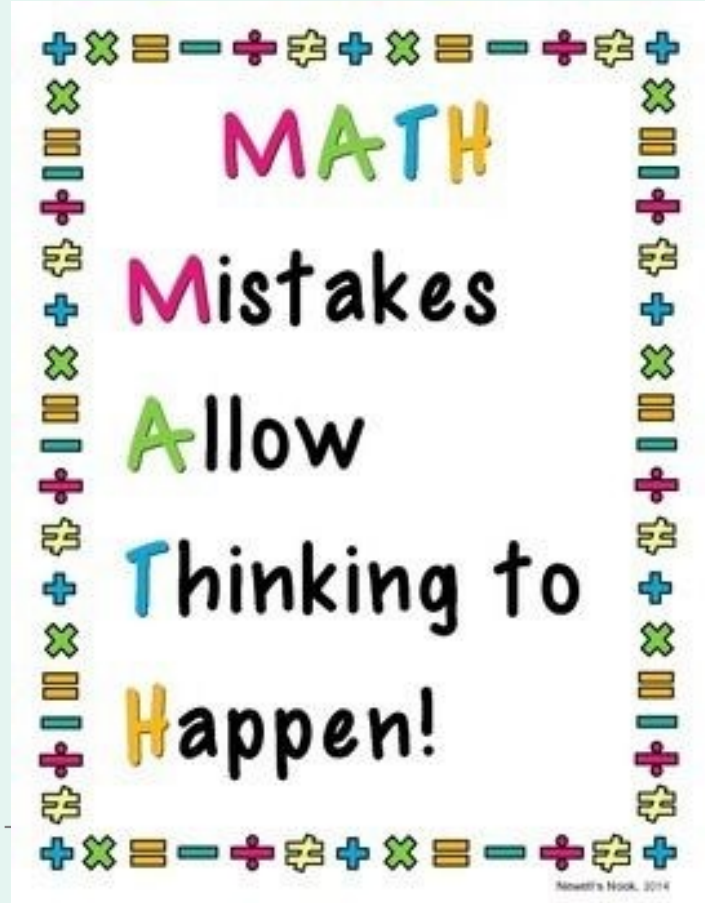
Maths in School

https://ashwell.herts.sch.uk/curriculum/subjects/maths/

3 types of maths lesson: Maths, Arithmetic, Fluency

What does a lesson look like?

- Short teacher input
- Guided Practice
- Independent work
- Discussion and reasoning
  - Children explain themselves to adults and each other
  - More than one method is encouraged
- Being positive about maths and celebrating mistakes!



Skills progression: Addition

- How would you solve these problems?

Year 1	Year 2	Year 3	Year 4
8 + 5	43 + 35	247 + 135	2324 + 5646

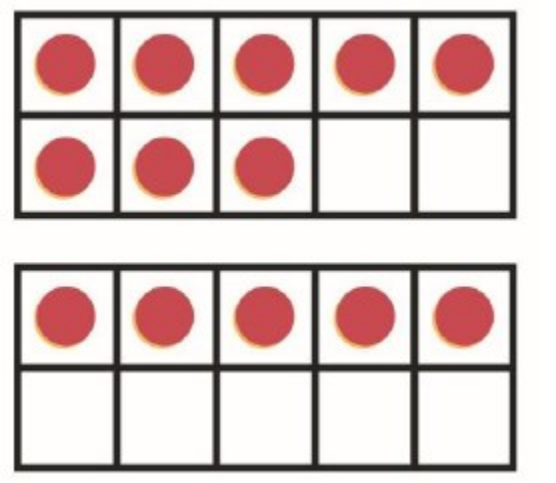
Year 5 and 6

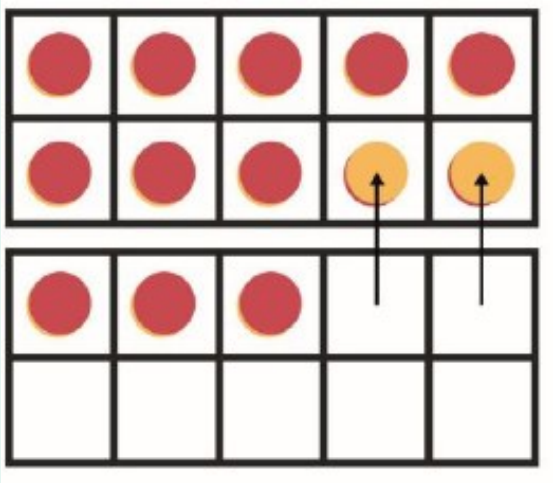
More rehearsal of column addition with larger numbers, decimal numbers, money and measures, and more complex problem solving.

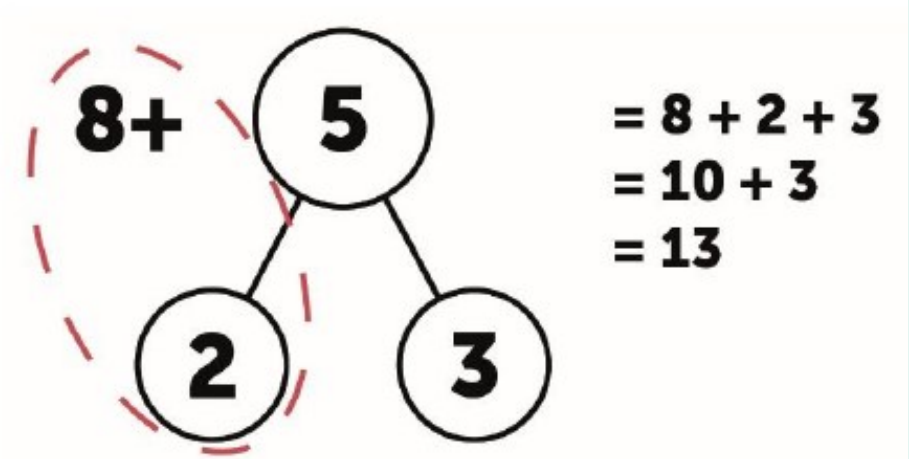
Teaching effective strategies: Year 1

8 + 5

We use tens frames (concrete) and a part-whole model (pictorial) to help us learn how to "Think 10". Then we can write a number sentence (abstract).





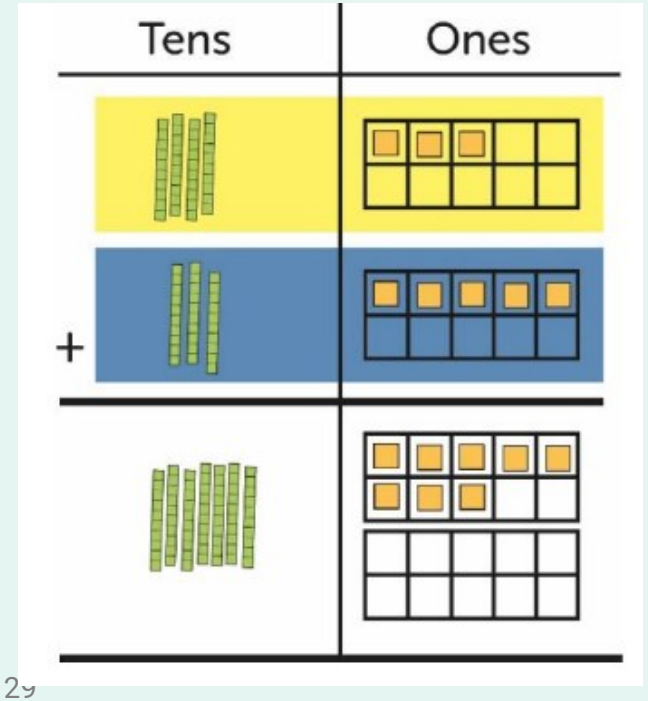


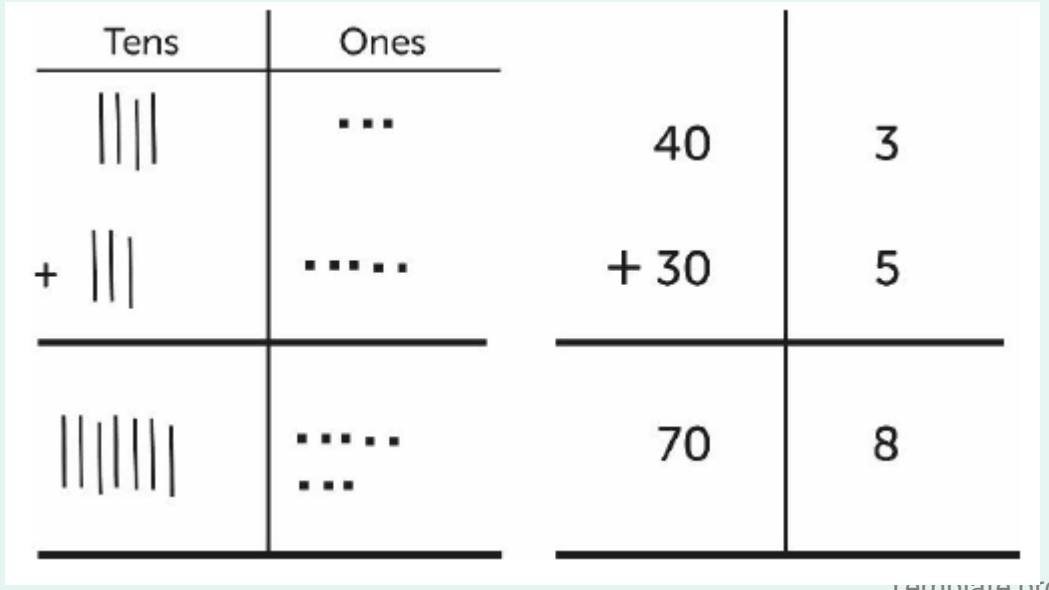
Teaching effective strategies: Year 2

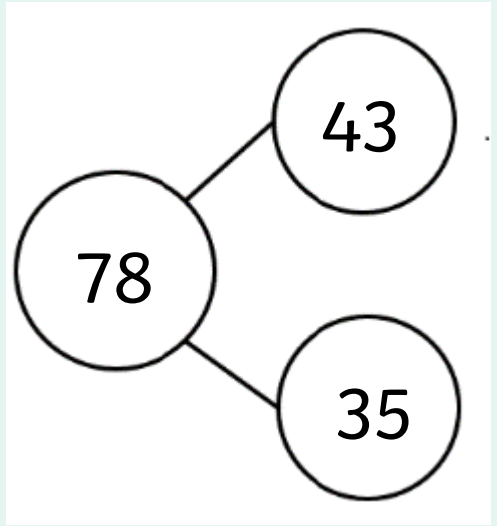
43 + 35

The beginnings of column addition.

Children are taught to see the quantities first with manipulatives (concrete), then drawing (pictorial), then numbers (abstract).



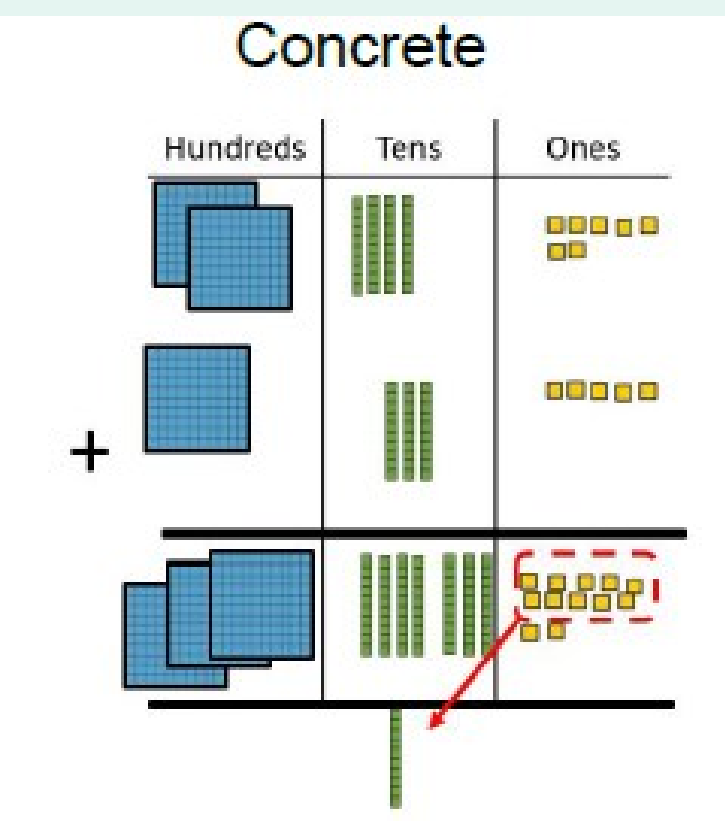


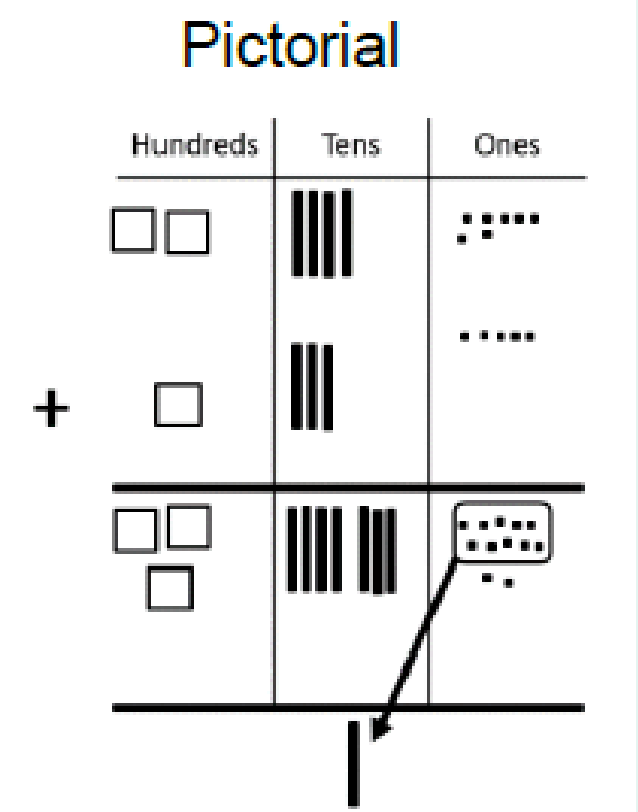


Teaching effective strategies: Year 3

247 + 135 Developing column addition.

Regrouping (not 'carrying the one' or 'borrowing') but this doesn't matter too much!



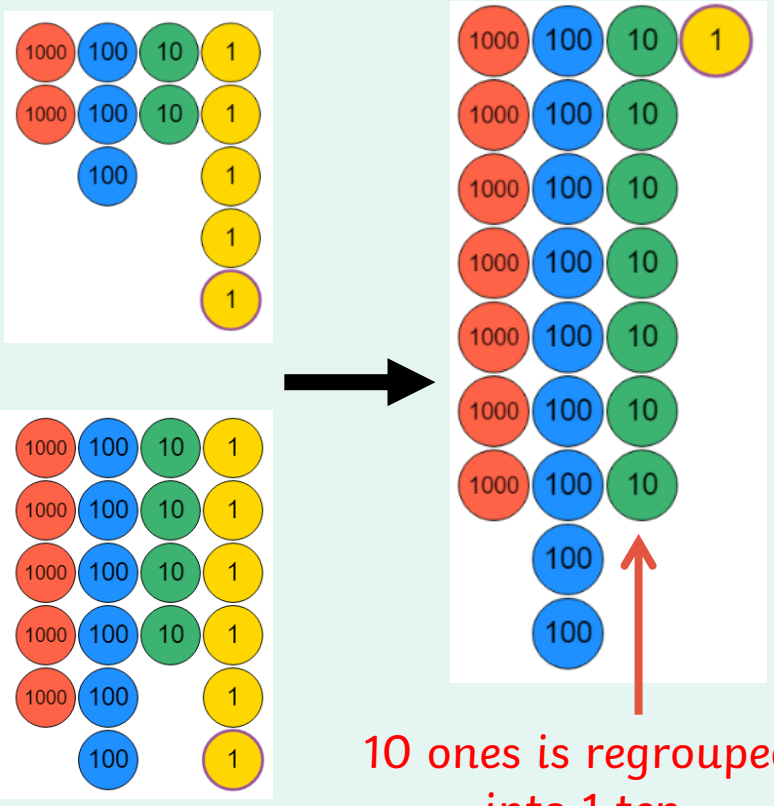


$$\begin{array}{r} 2\ 4\ 7 \\ +\ 1\ 3\ 5 \\ \hline 3\ 8\ 2 \\ \hline 1 \end{array}$$

382	
247	135

Teaching effective strategies: Year 4

2325 + 5646



Column addition

$$\begin{array}{r} 2325 \\ \underline{5646} \\ +\ 7971 \\ \scriptstyle 1 \end{array}$$

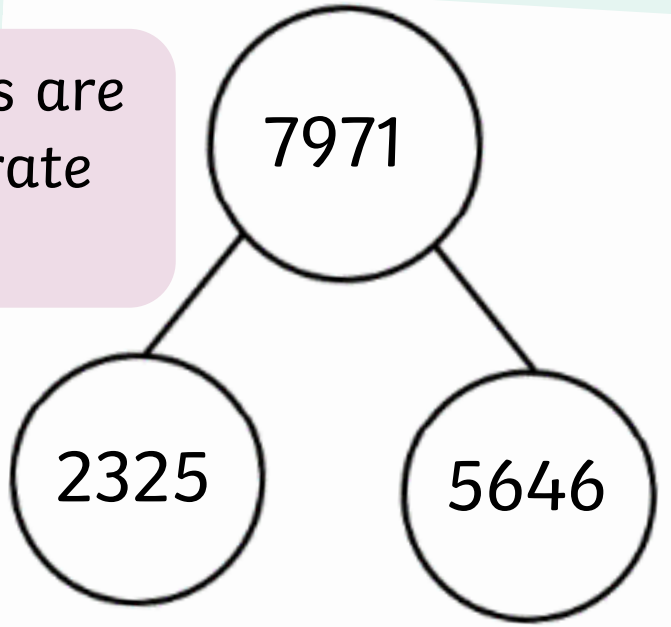
First, we encourage children to estimate the answer

2327 + 5646 ≈ 7900

(rounded to nearest 100)

Part-whole models are used to demonstrate the inverse

5646	2325
7971	



Teaching *effective* strategies: Year 5 and 6

More rehearsal of column addition with larger numbers, decimal numbers, money and measures, and more complex problem solving.

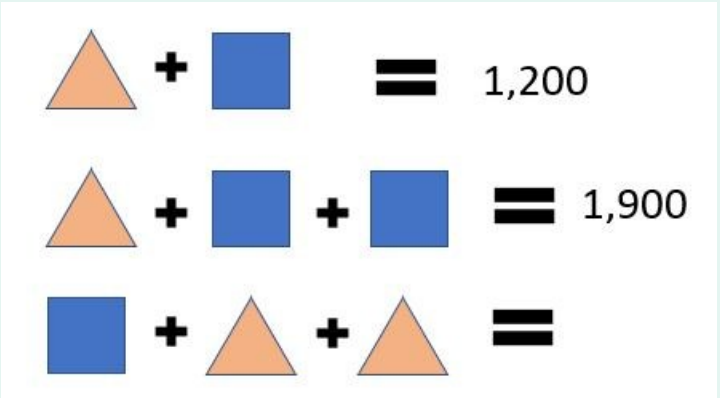
Adam has a bag of fruit that weighs **1.25 kilograms**.

He takes out a banana. Now the bag of fruit weighs **1.1 kg**.

Next, he takes out an orange. Now the bag weighs **920 g**.

How much **more** does the orange weigh than the banana?

Introduction to algebra (year 6)



Children are encouraged to estimate first and check their answer using a mental method.

A focus on

Times Tables

Times tables

Year 1: ● count in multiples of twos, fives and tens ● solve simple multiplication and division using objects, pictures and arrays with support
Year 2: ● count in steps of 2, 3, 5 and 10 ● recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
Year 3: ● count from 0 in multiples of 4, 8, 50 and 100 ● recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Year 4: ● count in multiples of 6, 7, 9, 25 and 1000 ● recall multiplication and division facts for multiplication tables up to 12 × 12

Multiplication and counting

Speaking Frame - Counting in Multiples

We are using _____ to count in multiples of ☐

The ☐ multiple of ☐ is ☐

This could also be ☐ + ☐ + ☐ + ☐ ...

☐ groups of ☐ is ☐

This is also ☐ x ☐ =

Learning a times table

1 x 3 = 3

1 group of 3 is worth 3

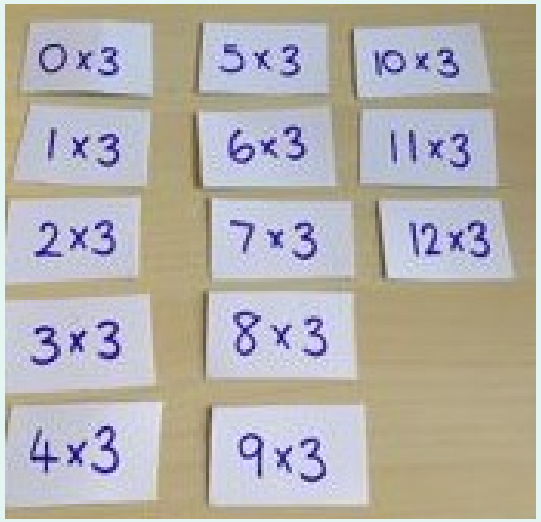
4 x 3 = 12

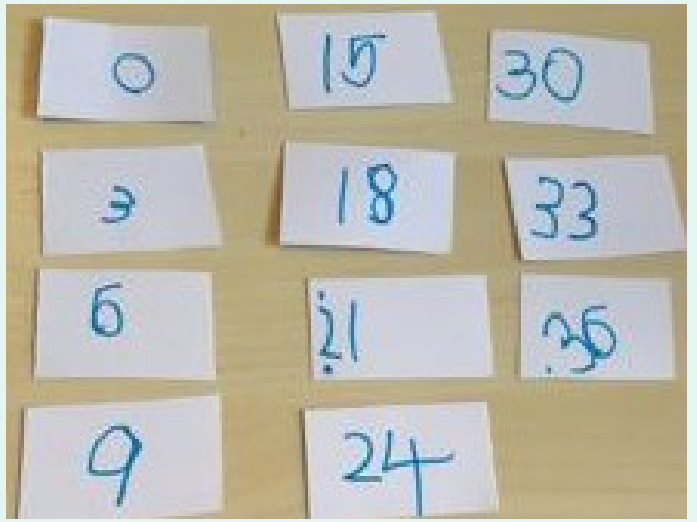
4 groups of 3 is worth 12

1, 2, **3**,
4, 5, **6**,
7, 8, **9**,
10, 11, **12**...

Learning a times table

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36





Time to visit the class or classes!

- Visit classroom(s) between 9:30 and 10:00
- Watch maths activities and ask your child what they are learning
- Look in their maths book, arithmetic book and displays
- Reminder: staff will be working with children and not available for lengthy questions but please do join in with the activities!

Thank you!
We are so pleased you have taken the time to visit us today.

We would love your feedback.
A google form will be sent soon to your email address.

Please add questions and comments to post-it notes and stick them on the tables. Please write your child's name or year group on the note if relevant.