Chippenham
Partnership of Schools

Parents' information Leaflet – Maths

The leaflet has been complied by the Maths Leaders in the Chippenham Partnership of Schools.

As you may be aware a new National Curriculum will be introduced in September 2014. The maths curriculum is essentially the same,
however the expectations have changed with some objectives moving to earlier year groups. This will be most apparent to you as
parents when looking at written calculation strategies and helping your child(ren) to learn number facts (e.g. times tables).

All schools must publish their curriculum on their school website as from September 2014. Schools will also share revised calculation policies in line with the new curriculum, most will be published on school websites.

	X Tables		Counting
FS2 ↓ **Progression** ↓ **Y6**	2's 5's & 10's Learn in order ➡ Learn out of order	÷ facts (10÷2 =5)	Counting (saying the numbers names) Counting a quantity accurately ● ● ● ● 1 2 3 4 = 4 circles
	3's 4's & 8's Learn in order ➡ Learn out of order	÷ facts (12÷3 =4)	Counting to 100 in 1's forwards and backwards Counting in 2's 5's 10's forwards and backwards
	All up to 12x12 Learn in order ➡ Learn out of order *National expectation is that all children know their X facts by Y4 (ask child's teacher for guidance on how to extend your child at this point)	÷ facts (60÷6=10)	Counting in 3's 4's 8's 50's & 100's forwards and backwards Counting in 6's 7's 9's 25's & 1000's forwards and backwards Counting in powers of 10 up to 1000 000 forwards and backwards

You may hear language *'complements', 'Number bonds'* & *'Associated facts'*

Complements are numbers when added together come to the same total, also frequently referred to as *'Number bonds'* eg. 2 numbers that total 10; 7+3=10 and 3+7=10 .....
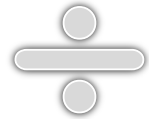
Associated Facts are 5+3=8, 8-3=5, 8-5=3, 4+2=6, 6-2=4, 6-4=2 etc...

| Number Facts	Time (measuring of)	Roman Numerals
+ and – facts to 10 (including complements to 10) + and – facts to 20 (including complements to 20) Complements to 100 (multiples of 10 e.g. 90+10=100) Complements to 100 (multiples of 5 e.g. 85+15=100) Complements to 100 (all integers e.g. 82+18=100) Complements to 1 (decimals e.g. 0.8+0.2=1)	Read the time to the hour and the half hour on an analogue clock. Read the time to 5 minute intervals on an analogue clock. Read the time to 1 minute intervals on an analogue clock. Read the 24hour, digital clock	Know the Roman numerals to 12 (I to XII), linked to telling the time. Know the Roman numerals to 1000 (I to M), linked to identifying the year.

How you can support your child

One of the biggest ways you can help your child is 'applying Maths' in the real world.

Reading numbers in real life and helping your child to have an understanding of the value of these numbers.

When shopping — use of coins (there isn't a 3p you have to use 2p+1p)
working out change (a pen costs 50p you give the shopkeeper £1 how much change do they give you? Stretch the question so not just 50p but combinations of change ie 2x20p & 1x10p etc... How many combinations are there?

When cooking weighing ingredients, working out the ratio to convert recipes to produce larger or smaller quantities.
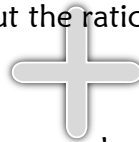
Telling the Time (digital and an analogue) Have an analogue clock face in your house, you could even buy your child an analogue watch. Read the time throughout the day and make reference to what you 'normally' do at different times throughout the day (e.g. It's 5 o'clock in the afternoon, when we normally eat our dinner).

Distance (travelling) and measuring length so that children have an understanding of mm, cm, m and km and their relative size.

Timetables

Play board games! These support children's counting skills as well as others.

Jumping in the pavement squares