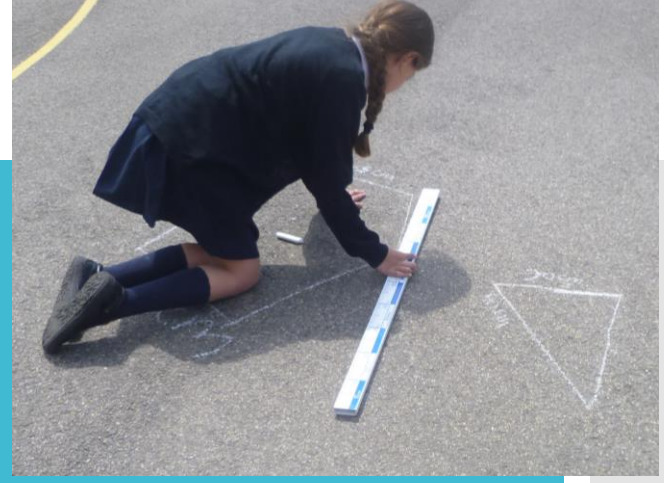
Maths at St Jude's Juniors

a parent presentation

Maths at St Jude's Juniors

- Welcome
- What we are working towards – SATs & MTC
- How we teach maths – briefly
- A CPA approach
- Our new Times Tables scheme
- How you can help



What are we working towards?

We aim to create well-rounded mathematicians.

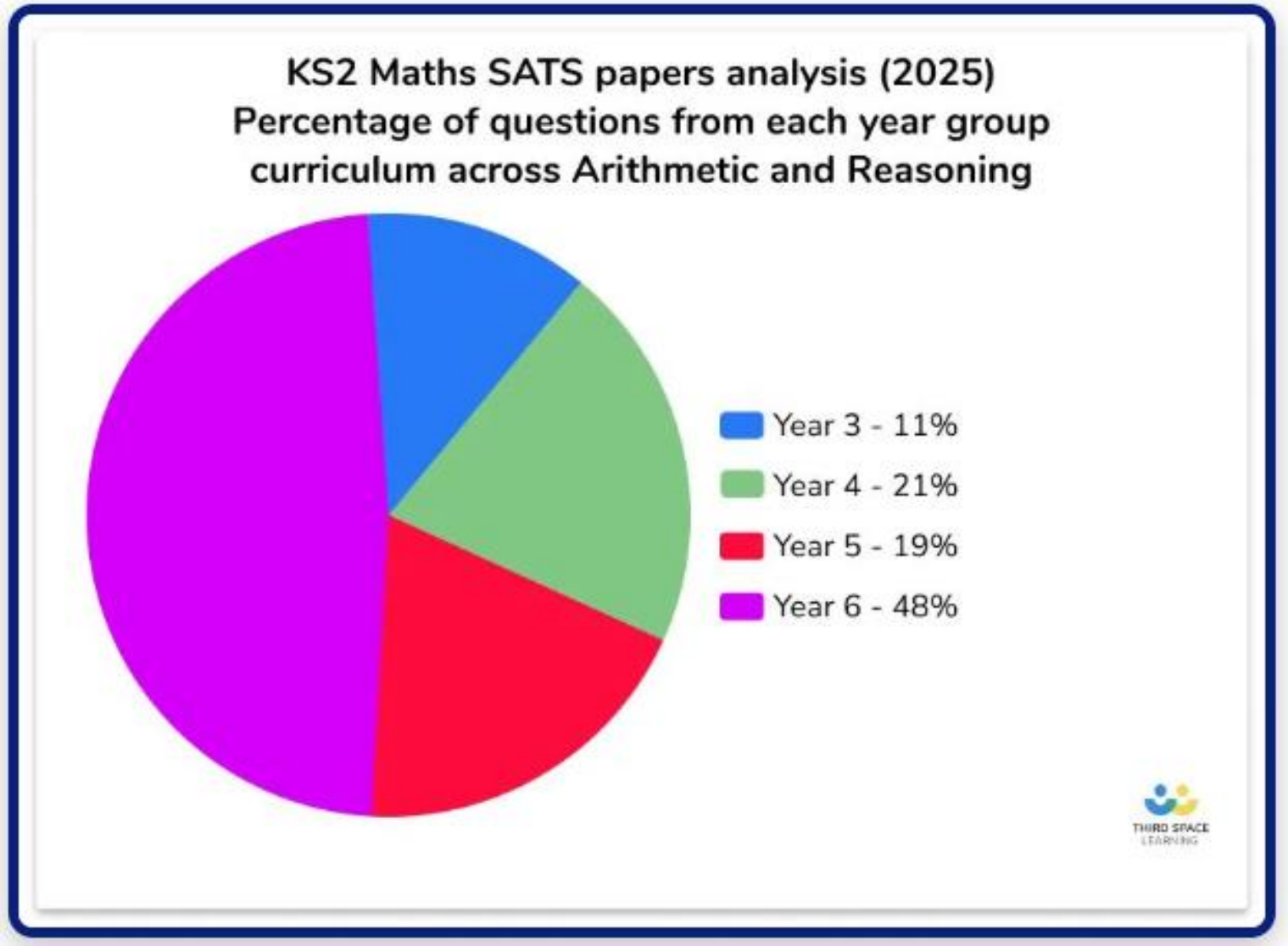
What are we working towards?

- In Year 4, the children have to complete the Multiplication Tables Check on the computer.
- In Year 6, the children will sit their Key Stage 2 SATs.
- The SATs for maths consists of 3 papers: 2 reasoning and problem solving papers and an arithmetic paper.

KS2 SATS 2025: Maths Papers Question Breakdown
From Third Space Learning

SATS

Break up of the SATs papers according to year group content.



A combined content domain breakdown all 3 2025, KS2 Maths SATs papers:

Examples of previous questions

Q3 An aeroplane is flying from Birmingham to New York.

The distance between these two cities is 5,400km

On the journey, the pilot announces, "We are 40% of the way through the flight."

How far has the aeroplane travelled?

Q3 Bags of parsnips weigh 3.45kg each.

A restaurant orders 4 of these bags and then the chef uses 2.35kg of the parsnips on the day they are ordered.

What mass of parsnips is left?

"They do it differently to when I was young."

- The concepts and skills taught at this age have not changed.
- Steps have been added. E.g. grid method
- Ultimately we are working towards the same methods.

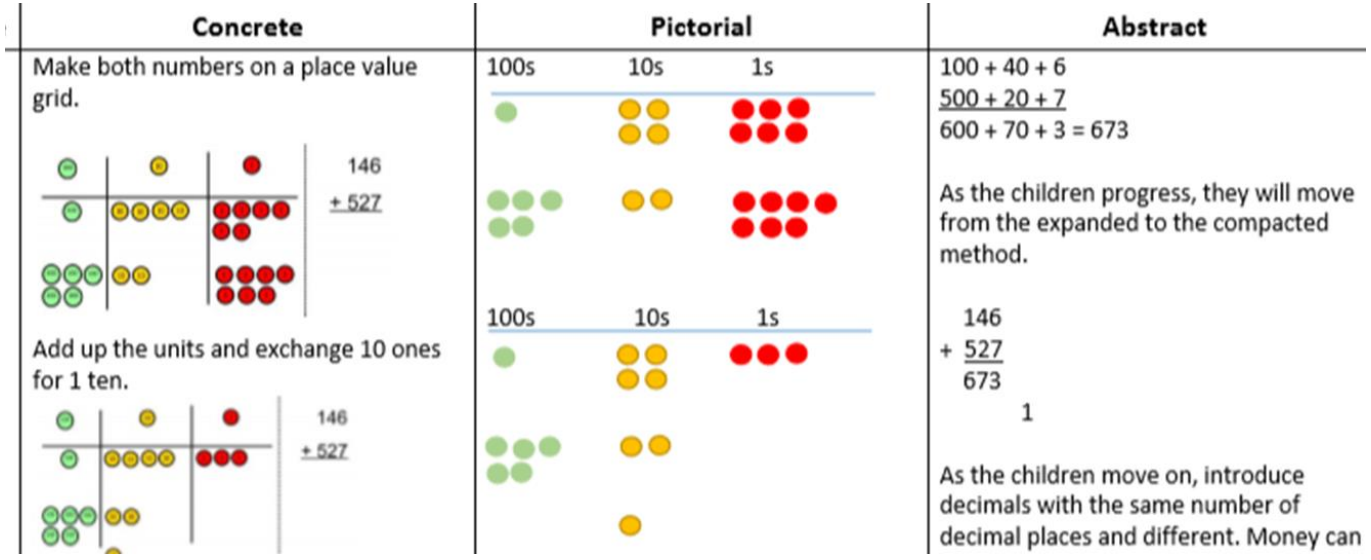
$$\begin{array}{r} 2\square \\ \times\ 5 \\ \hline 145 \\ \hline \end{array}$$

Progression in Calculations

CPA approach

- We aim to have a CPA approach.
- Concrete – things the children can pick up
- Pictorial – visual representations, including bar modelling
- Abstract – numbers and symbols
- Some move quickly, some need more time with the concrete and pictorial steps.

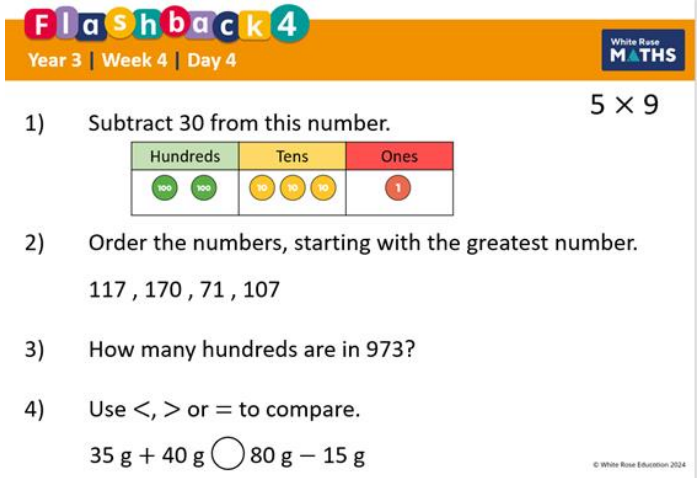
Progression in Calculations

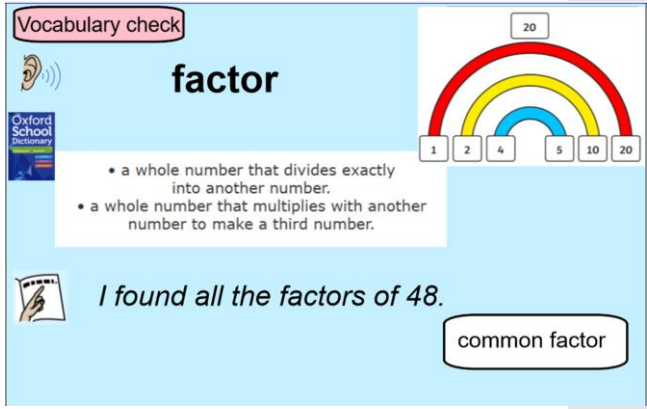


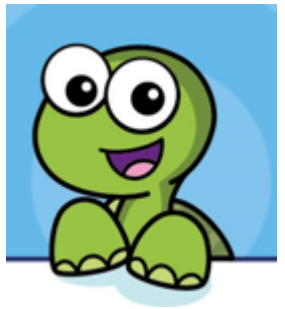
Concrete	Pictorial	Abstract
Make both numbers on a place value grid. 146 + 527 Add up the units and exchange 10 ones for 1 ten. 146 + 527	100s 10s 1s 100s 10s 1s	100 + 40 + 6 500 + 20 + 7 600 + 70 + 3 = 673 As the children progress, they will move from the expanded to the compacted method. 146 + 527 673 1 As the children move on, introduce decimals with the same number of decimal places and different. Money can

What does a maths lesson at St Jude's look like?

- Times tables – more on this later
- Flashback – retrieval practise
- Warm up / Starter
- Have a Go
- Vocabulary slide
- Main body of the lesson



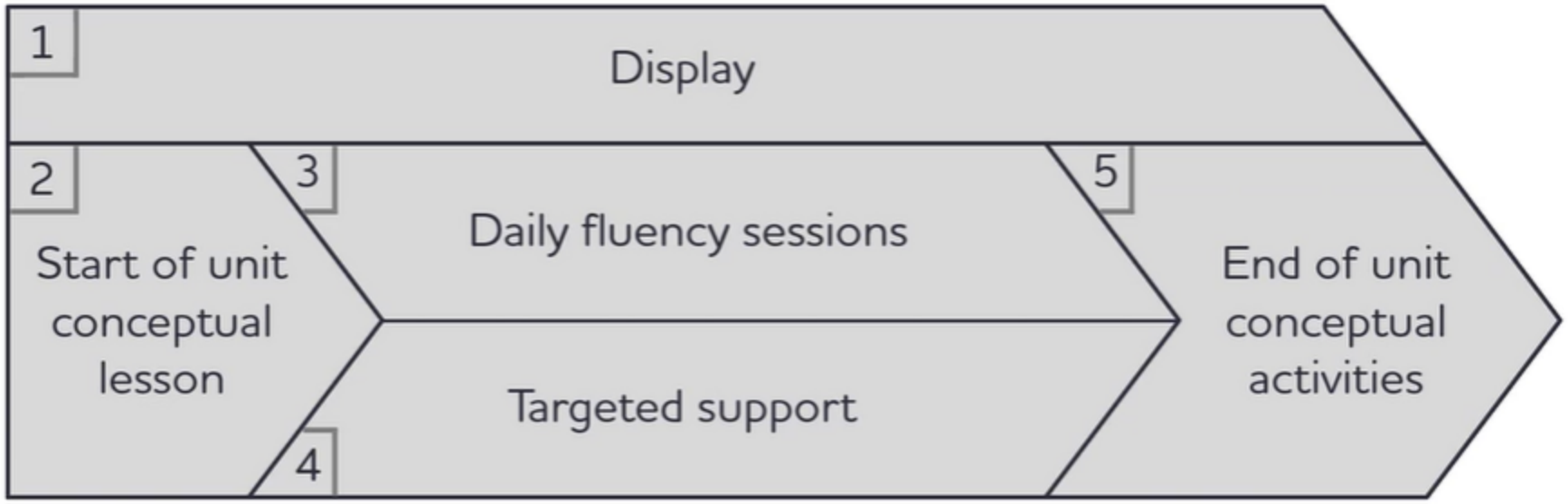




Times Tables

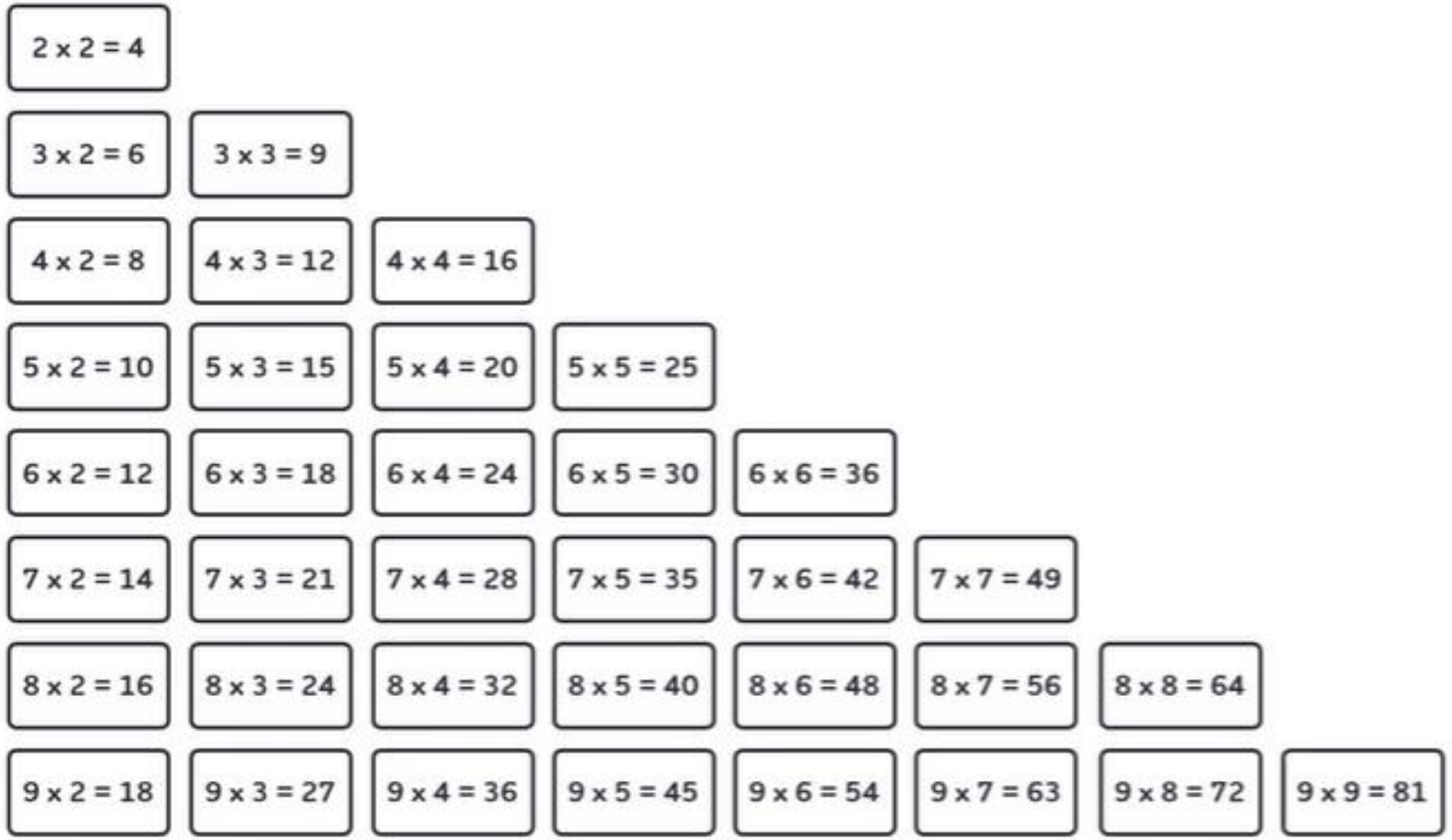
- Multiplication or Times Tables underpins so much of the maths curriculum.
- The Year 4 children will be tested on them at the beginning of June.
- As a school we have decided to buy in a scheme that teaches / revises them in a different order.
- Year 3 will focus on addition and subtraction facts for the rest of the term.
- Years 4, 5 and some of Year 6 have already started the new scheme. It starts easy and builds up.

Times Tables Fluency



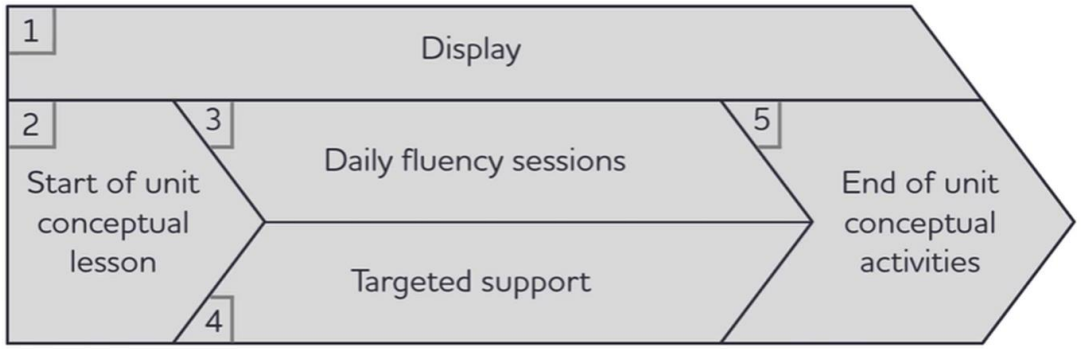
- It works around a 5 Step process, as shown above.
- It is a mastery approach – everyone moves at the same speed to achieve a high level of understanding of the topic before moving on to the next one.
- The facts are always on display and the children learn them in chunks.

Times Tables Fluency



- It prioritises facts up to 9x9 as these can be used to find all the other facts. However, there is a unit for the 11 and 12 times tables.
- As multiplication is commutative, we focus in on these 36 facts. The children are taught that we can swap them around and also use the facts to help find division facts.

Times Tables Fluency



Times Tables Fluency

St Jude's C of E School Juniors

- There are 5 stages to the programme and with in those different units. Year 3 will complete stages 1 and 2 in spring and summer. They will then continue in Year 4 with stages 3, 4 and 5. This year, Years 4, 5 and some of Year 6 will be doing a condensed versions of all 5 stages.
- Each stage has different units, that start with a conceptual lesson where the children can see pictorial representations of the facts and understand how they link to the division facts.
- We then move into daily fluency sessions.

1) Filling in the booklets

2 minutes

2) Chanting and marking

3 minutes

3) Recording scores

2 minutes

4) Celebrating and identifying facts to learn

3 minutes

Times Tables Fluency – Daily fluency

- Each Daily Fluency session follows the same pattern as shown above.
- Each step is very important.

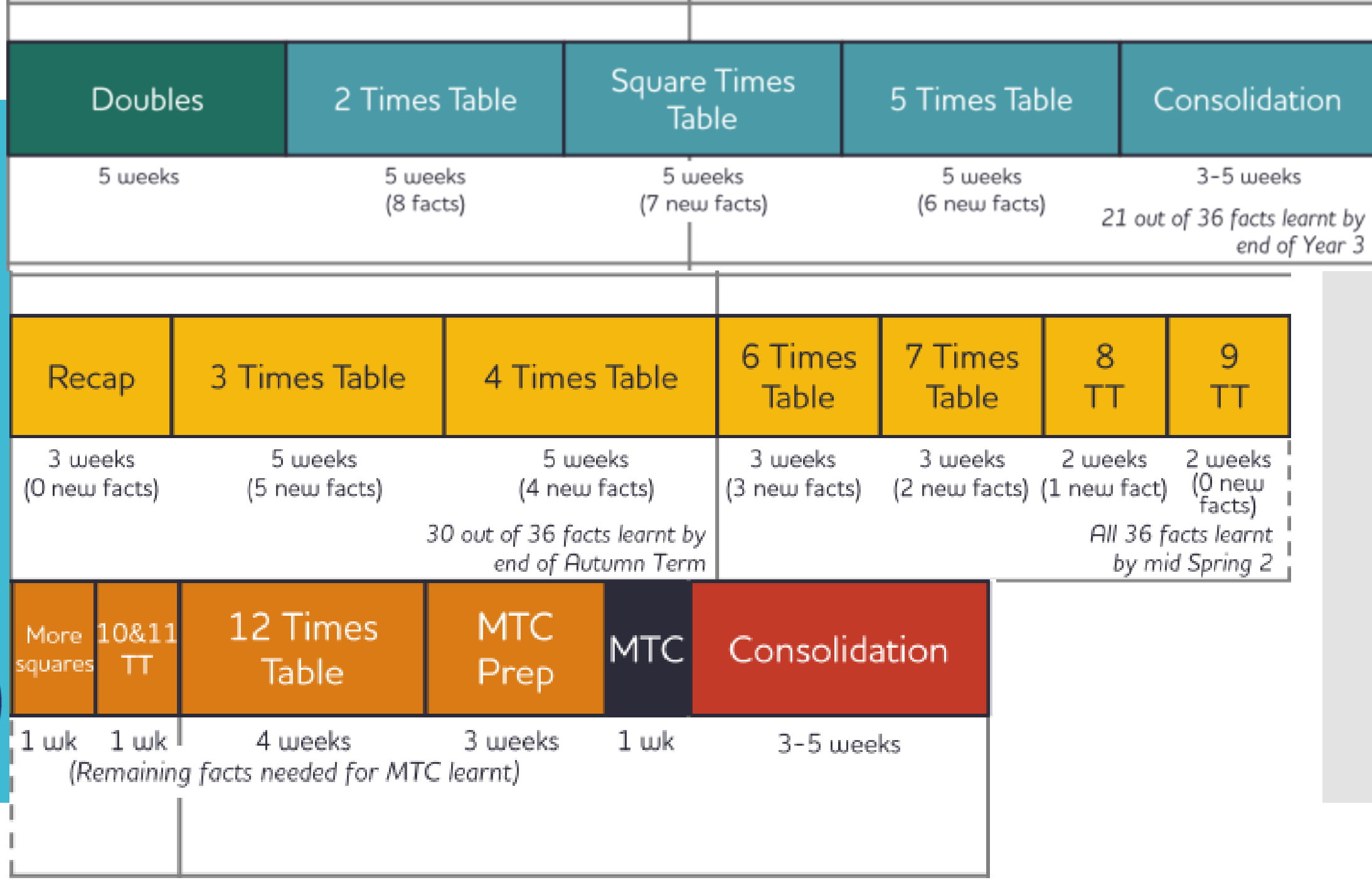
1. The children can see the display and can copy – staff will encourage them to recite and spot those copying for intervention if needed.
2. The teacher chants the full calculation and the children chant it back. The oral repetition helps it go into their memory.
3. Scores are recorded and children needing intervention identified.
4. We celebrate scores and identify any facts we need to practise.

Times Tables Fluency – Targeted Support

- Children will be monitored during the daily fluency sessions and any children struggling, identified.
- These children will have targeted support.
- This could be as simple as reminding them to chant or recite, or they could be given cards to independently practise.

Times Tables Fluency

Order of tables taught



Key areas that we need your help with.

- The primary maths curriculum is very full and there is a lot to cover.
- As well as Times Tables, we would very much like your help with teaching Time and Money.
- Time and Money are concepts that we all use day to day and there are plenty of opportunities so support your child's learning in these areas.
- Along side this please remember to encourage your child to complete their Mathletics activities (Y3 – Friday, Y4 – Wednesday and upper school – Monday) and, for the lower school, practise their tables on Times Tables Rock Stars.