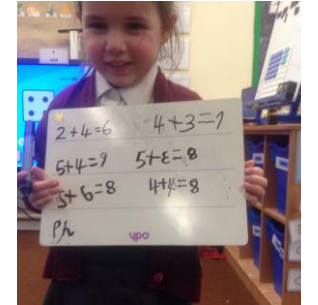


Maths Newsletter Spring Term



In Reception we have been learning to recognise, find and name 2D and 3D shapes and used these to have fun creating lots of repeating patterns. We have also been using a range of practical resources to learn how to add and subtract numbers. We have been showing our calculations on the carpet using the numbers and recording them on whiteboards. We have been using words related to doubling and finding doubles using lots of different objects.

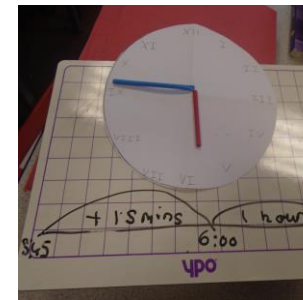
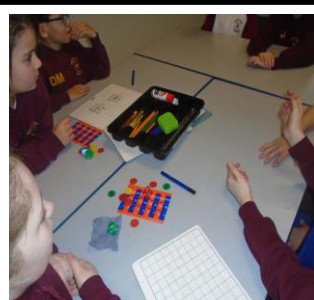
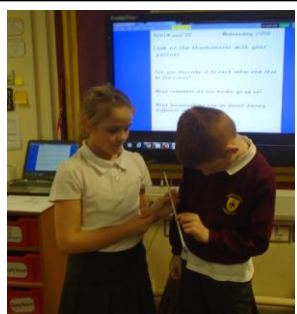
In Year 1 we have been counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. We have been identifying one more and one less. We have been learning how to represent and use number bonds and related subtraction facts within 20. We can now solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$



In Year 2 we have been counting in tens from any number, forward and backward and recognising the place value of each digit in a two-digit number (tens, ones). We can now use place value and number facts to solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities, measures and money. We have been applying our increasing knowledge of mental and written methods.

In Year 3 we have been adding and subtracting numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. We can now add and subtract numbers with up to three digits and estimate the answer to a calculation using inverse operations to check answers. We have been solving problems, including missing number problems, using number facts, place value, and more complex addition and subtraction involving measure, lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) and amounts of money.

In Year 4 we have been adding and subtracting numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. We can estimate and use inverse operations to check answers to a calculation and solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. We have been estimating, comparing and calculating different measures, including money in pounds and pence. We can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs and can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



In Year 6 we have been continuing to develop our knowledge, understanding and confidence in arithmetic. We have been performing mental calculations, including with mixed operations and larger numbers. We have been using knowledge of the order of operations to carry out calculations involving the four operations. We have been solving addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. We now use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. We have been recapping decimal notation. We can use simple formulae, express missing number problems algebraically.

In Year 5 we have been reading, writing, ordering and comparing numbers to at least 1 000 000 and determining the value of each digit. We can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. We have been using negative numbers in context, counting forwards and backwards with positive and negative whole numbers including through zero. We have been solving number problems and practical problems that involve all of the above. We can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. We can read and write decimal numbers as fractions and recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. We have been solving problems involving converting between units of time and have been applying knowledge of Roman numerals to time problems.