Practical Maths

Parent Workshop
May 2018

Practical Maths across the school

What the curriculum is.

What we do.

What could you do to help.

Questions.

EYFS Curriculum

Nursery	Reception
Uses the language of size (comparing sizes) Uses positional language (where objects are)	Can describe their relative position (behind, next to) Orders two or three items by length or height Orders two items by weight or capacity Beginning to use everyday language related to money **Early Learning Goal** **Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.**
Understands some talk about immediate past and future, (before, later or soon) Anticipates time-based events (mealtimes, hometime)	Uses everyday language related to time (weeks, days, hours) Orders and sequences familiar events (daily routines) Measures short periods of time in simple ways (countdowns,

Y1-Y2 Curriculum

Year One	Year Two

Compare and measure
  -    Lengths and heights
  -    Mass/weight
  -    Capacity and volume
Sequence events in chronological order
Know days of the weeks, weeks, months, years
Recognise and know the value of coins and notes
	Estimate and measure
	  - Length/height in m/cm
	  - Mass in kg/g
	  - Temperature in oC
	  - Capacity in l/ml
	Compare measurements using < > =
	Recognise £ and p and combine amounts
	Combine coins to equal the same amount

Tell the time to the hour and half past the hour	Tell and write the time to five minutes incl quarter past/to Know how many minutes in an hour and hours in a day

Y3-Y4 Curriculum

Year Three	Year Four
Measure, compare, add and subtract: - Lengths (m/cm/mm) - Mass (kg/g) - Volume/capacity (l/ml) Measure perimeter of simple 2D shapes Add and subtract money to give change using both £ and ρ	Convert km into m, hours to minutes Measure and calculate perimeter of rectangles using cm/m Find area of rectilinear shapes by counting squares Estimate, compare and calculate measures including money in £ and ρ
Tell and write the time using Roman numerals I to XII and in 12 and 24 hour clocks Estimate and read time to the nearest minute Record time in seconds, minutes and hours Use vocabulary o'clock, am/pm, Know number of seconds in a minute, days in a each month, year and leap year	Read, write and convert time between analogue and digital 12 and 24 hour clocks Solve problems involving converting hours to minutes, minutes to seconds, years to months, weeks to days

Y5-Y6 Curriculum

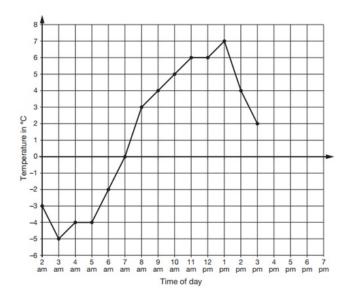| Year Five	Year Six
Convert km/m, m/cm, cm/mm, kg/g, l/ml Use approximate equivalence between metric and imperial units Measure and calculate perimeter of rectilinear shapes in cm and m Calculate and compare the area of rectangles and use cm2 and m2 Estimate the area of irregular shapes Estimate volume and capacity Use +, -, x and divide to solve problems involving measure using decimals and including scaling	Solve problems involving calculation and conversion of units of measure, using up to three decimal places Use, read, write, convert standard units using decimal notation up to 3 decimal places Convert from miles to kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the areas of parallelograms and triangles Calculate, estimate and compare volume of cubes/cuboids using cm3 and m3
Solve problems involving converting units of time	Introduced to compound units for speed such as miles per hour and apply within science

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William wants to travel to Paris by train.

He needs to arrive in Paris by **5:30 pm**.

Circle the **latest time** that William can leave London.

Leaves London	Arrives Paris
12:01	15:22
12:25	15:56
13:31	16:53
14:01	17:26
14:31	17:53
15:31	18:53
16:01	19:20

1 mark

4 This graph shows the temperature in °C from 2 am to 3 pm on a cold day.

Temperature in °C (y-axis)
Time of day (x-axis)

How many degrees **warmer** was it at 3 pm than at 3 am?

°C

1 mark

At 6 pm the temperature was 4 degrees lower than at 3 pm.

What was the temperature at 6 pm?

°C

1 mark

How do we teach it?

Tends to be in blocks

Often brought through other units of work

Constant reinforcement throughout the year

As practical as possible

Linking with other subjects - science, art, DT

How could you help?

Constant reinforcement throughout the year

As practical as possible

Linking with daily routines

Termly challenge - new for 2018-19

Termly Challenge Summer 2018 - time

NURSERY Understands some talk about immediate past and future, Anticipate time-based events **IDEAS: use language before, later, soon and daily routines**	**RECEPTION** Use everyday language related to time Order and sequence familiar events **IDEAS: use time related language, point out o'clock times**
YEAR ONE Tell the time to the hour and half past the hour **IDEAS: point out o'clock and half past on a clock face throughout the day and relate to daily routines**	**YEAR TWO** Tell and write the time to five minutes incl quarter past/to Know how many minutes in an hour and hours in a day **IDEAS: practise telling the time to five minutes throughout the day, five minutes until... etc.**
YEAR THREE Estimate and read time to the nearest minute Tell and write the time using 12 and 24 hour clocks **IDEAS: practise telling the time to one minute on 12/24 hr clocks throughout the day**	**YEAR FOUR** Read and convert time between analogue and digital clocks Convert hours to minutes, minutes to seconds, years to months, weeks to days **IDEAS: practise converting 12 and 24 hour clock times**
YEAR FIVE Solve problems involving converting units of time **IDEAS: work out transport times (bus, train, plane etc.)**	**YEAR SIX** Introduced to compound units for speed such as mph **IDEAS: talk about distance travelled on car journeys**