Mathematics Information Session for Prep Parents

2019

Aim:

In Today's meeting we aim to provide you with a brief overview about how Maths is taught at SJB, the main concepts and what you can do at home to support your child's development of number knowledge.

WHAT IS THE PURPOSE:

- to make connections with the different areas in maths

- to participate in open ended investigations regularly

- to see that problems can have more than 1 answer and a range of ways to solve it

- create a positive attitude when working through challenging problems

- foster a positive attitude towards maths

- hands on materials

- lots of discussion and sharing of ideas

- children understand that the ideas don't all come from the teacher they also come from their peers

- teacher to act as a facilitator through asking questions rather than giving the information

WHAT DOES MATHS LOOK LIKE AT SJB?

Math lessons - taught each day.

Number Talks - 2 to 5 days a week.

Tool session - warm up activity
(getting our thinking ready for the lesson)

Modelled teaching - explicitly teaching a maths concept

Differentiated activity - an opportunity to consolidate their learning through investigations working in groups or independently

Share time/reflection - an opportunity to share

What did we find challenging? What was something new we learnt? What strategies/materials did you use? Have we seen this somewhere else?

DEVELOPMENTAL PROGRESS OF NUMBER

Most students are able to read & write 2 and 3 digit numbers easily but **'interpreting the value'** of these numbers is a greater challenge.

Therefore it is important for students to work with problems using 2 digit numbers and have the opportunity to

- make its collection
- smash the number
- rename it

Prep students have made number beads in colour groups of 5 with their year 6 buddy. This resource is great for children to make (see collections) and smash numbers.

DEVELOPING NUMBER SENSE AND COUNTING SKILLS

Number sense develops gradually over time as a result of exploring numbers, visualising them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms children need opportunities to:

1. Work with concrete materials and familiar ideas

2. Compose and recompose different arrangements and representations of number

3. Discuss and share their discoveries and solutions

4. Investigate the realistic uses of number in their everyday world

5. Explore number patterns and relationships

6. Create alternative methods of calculation and estimation

7. Solve realistic problems using a variety of approaches

8. Calculate for a purpose rather than just for the sake of calculating

9. Gather, organise, display and interpret quantitative data

10. Measure and estimate measure for a purpose

11. Explore very large numbers and their representations including using number lines

Number name
five

Quantity

Symbol
5
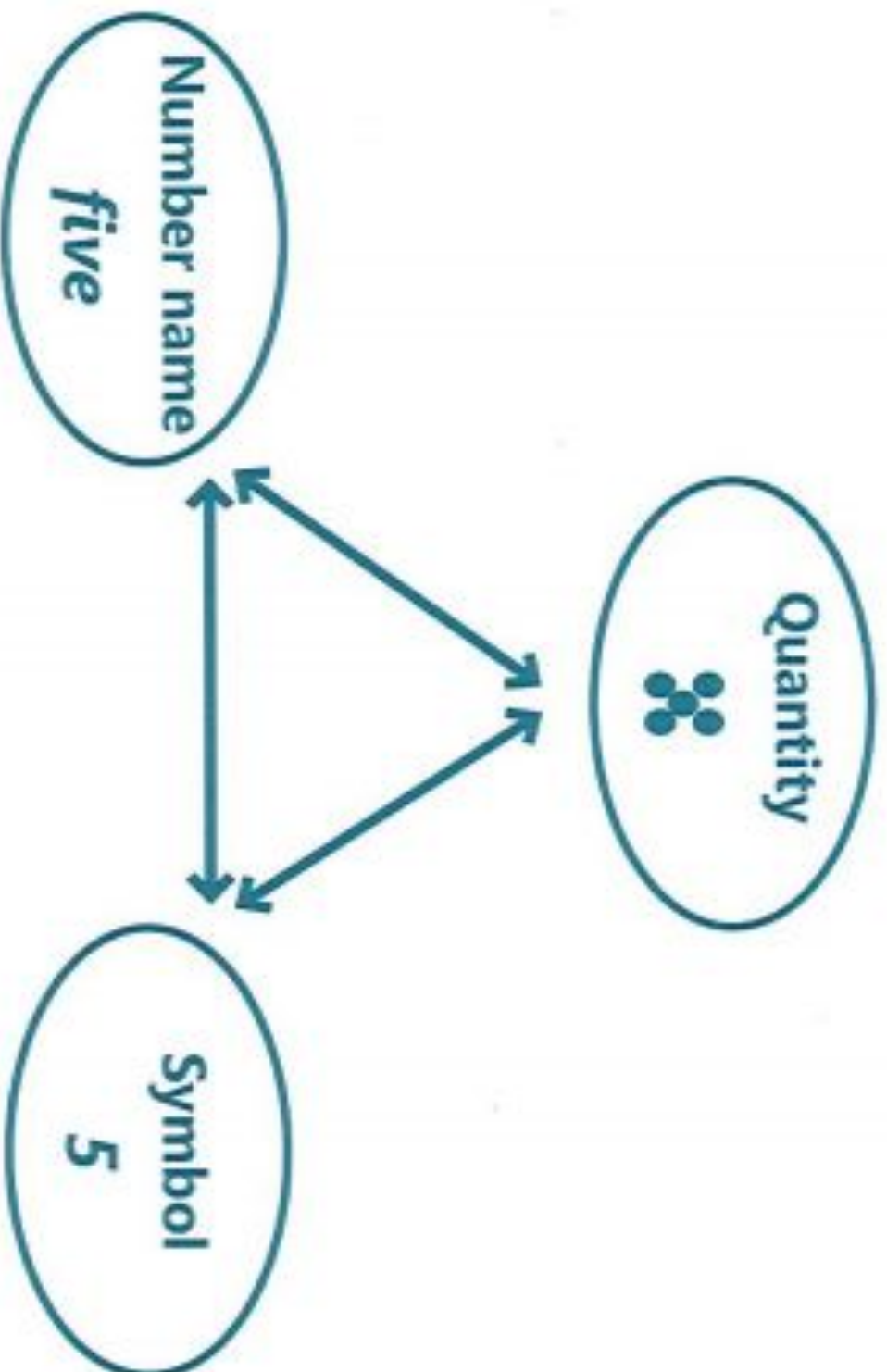
WHAT ASSESSMENT IS USED?

Assessment: Assessment is an important part of the teaching and learning cycle. Teachers continually monitor student skills throughout each term by using a variety of assessment techniques some formal and informal. The information gained is then used to plan for student learning. Assessment is a continual part of classroom activity.

Maths Assessment Interview testing: this assessment is done 1 to 1 with teacher and student. It's a verbal and written assessment where teachers can see and hear the students thinking, it's not focussed on the answer but how they got to the answer. A great way to develop maths goals for students. This is done throughout the whole school and students in older grades can see their errors and develop their own goals with teacher support.

Pre and Post tests: a series of questions students complete independently before and after a unit. A great way to see how students record their thinking, write numbers and what they need to still further develop. A great way to see success at the end of the unit.

HELPING AT HOME

DEVELOPING KEY SKILLS

GAMES AND IDEAS TO DO AT HOME