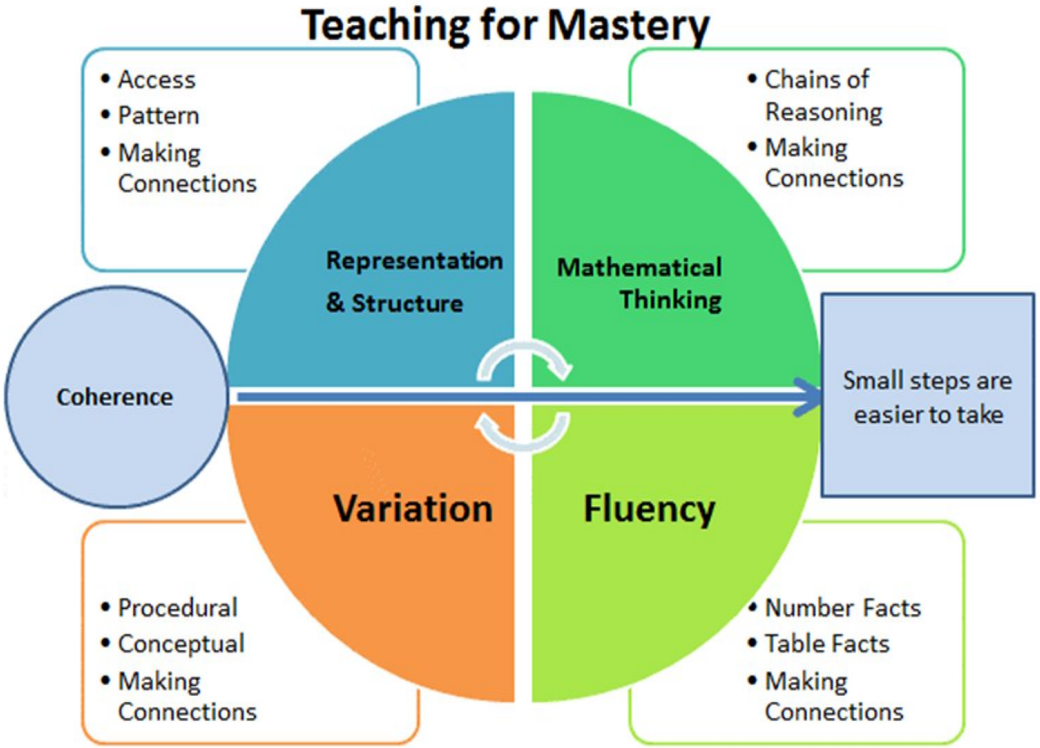
KS2 Maths Parent Workshop

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.

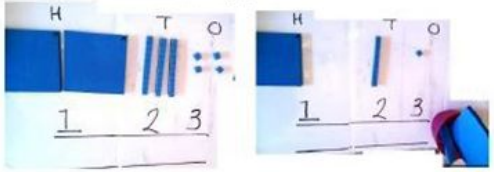
- **Solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

White Rose Maths



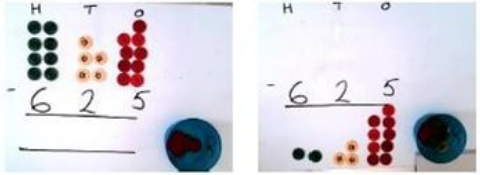
Concrete

Use of Base 10 takeaway pot

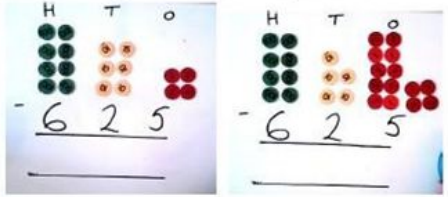


Use place value counters and takeaway pot

- Without exchange e.g. 859 – 625

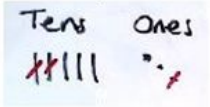


- With exchange in 1s column e.g. 864 – 625

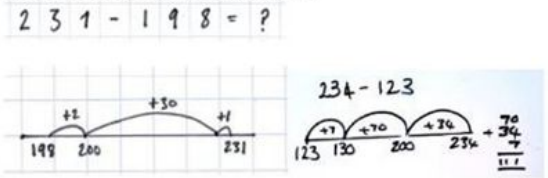


Pictorial

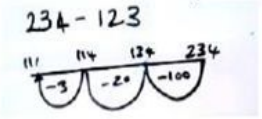
Pictorial representations of Base 10 and place value counters



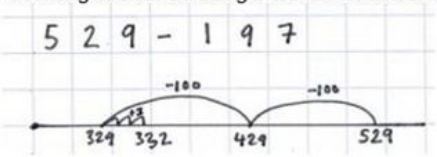
Use of number lines (counting on)



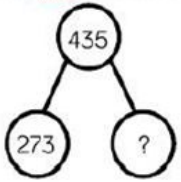
Use of number lines (counting back)



'Counting back and adding ones' on a number line



Part Part Whole Models

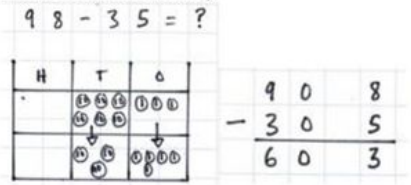


Bar Models (continuous)

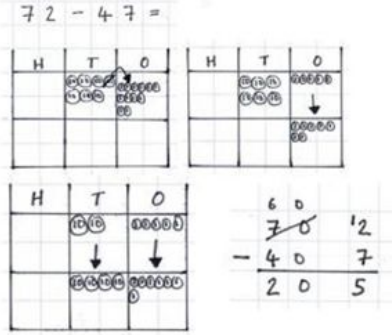
Abstract

Formal columnar subtraction

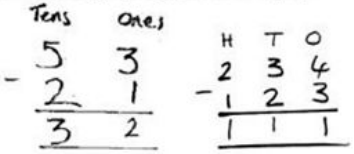
Expanded Column Subtraction (without regrouping and place value counters/Dienes)



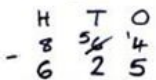
Expanded Column Subtraction (with regrouping and place value counters/Dienes)



No exchange (2 digits and 3 digits)



Exchange 10s



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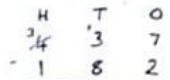


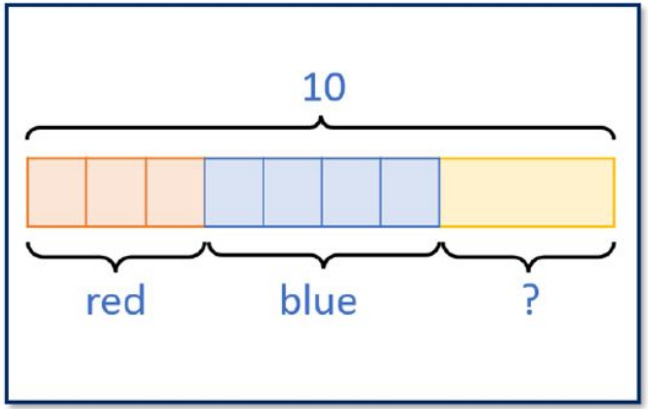
1 Annie has 10 scarves.

3 scarves are red.

Here are the blue ones.

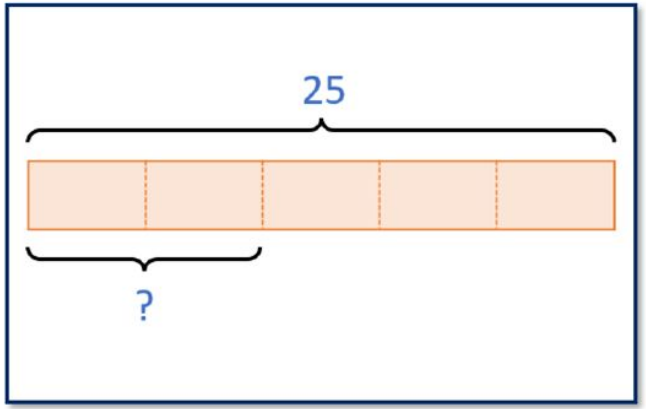
The rest are green.

How many scarves are green?



2 25 candy canes are shared equally between 5 stockings.

How many candy canes are there in 2 of the stockings?



DECEMBAR 2025

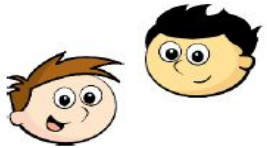
Mon 8th Dec

White Rose MATHS

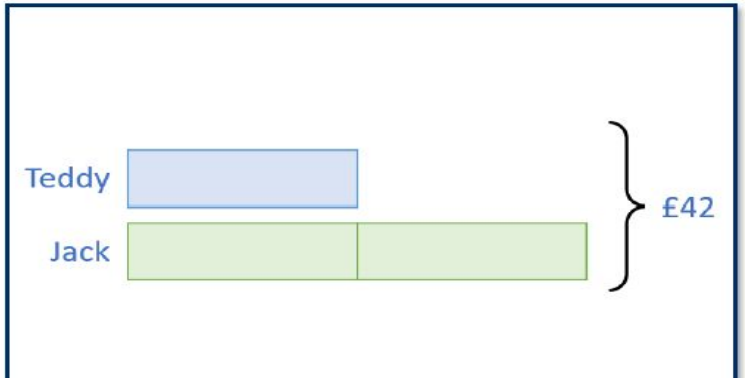
3 Jack and Teddy have £42 in total.

Teddy has $\frac{1}{2}$ the amount that Jack has.

Jack gives Teddy £6



How much money does each child have now?

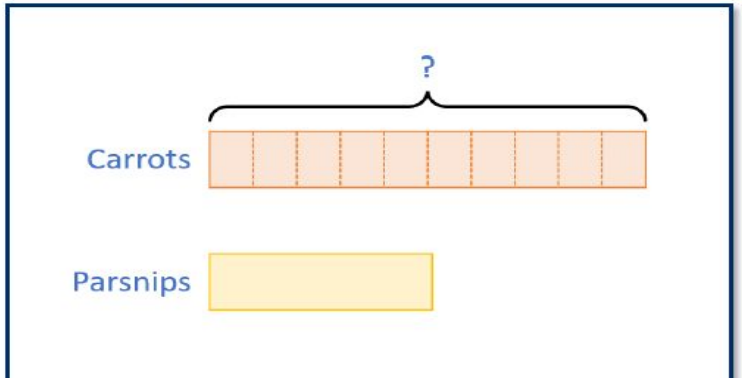


4 Dora has 282 carrots and parsnips.

She sells $\frac{7}{10}$ of her carrots and 48 parsnips.

She now has an equal amount of carrots and parsnips left.

How many carrots did she start with?



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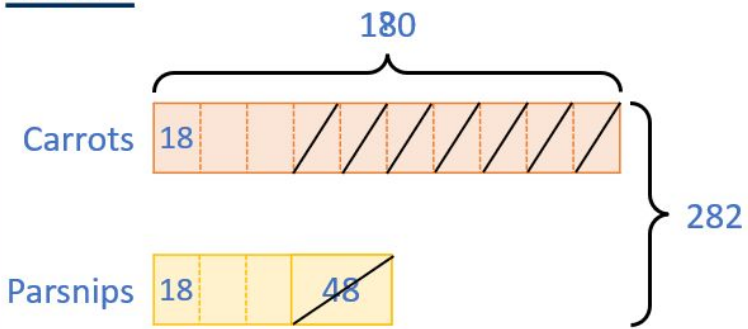
Model



Calculations

$282 - 48 = 234$

$234 \div 13 = 18$

$18 \times 10 = 180$

Create real life problems at home

- Practice telling the time with your child. Use both digital and analogue clocks. Ask questions like, If it takes 25 mins for the pasta to bake, what time will it be, if I put the dish in the oven at 6.45pm?
- Help your child to scale a recipe up or down to feed the right amount of people.
- Work together to plan a party or meal on a budget.
- Conduct price comparisons at the supermarket…is it cost effective to buy multi-packs?
- Practice measuring the lengths or heights of different objects and begin conversions (m,cm,mm).
- Encourage estimating before measuring and be familiar with grams, kg, area and volume.

Get creative…

- Go shopping with your child to buy some items. Ask them to work out the total amount spent and how much change you will get.
- Buy a sale item. Calculate the percentage off the full price.
- Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.
- Ask your child to work out the length of their reading time. Can they calculate how long they spend reading each week?
- Use a bus or train timetable. Ask your child to work out how long a journey between two places should take.
- Using a recipe to cook something, try to scale up or down the quantities for different numbers of people.
- Look for shape, area, perimeter, volume and measure and use estimating in real life.