

Year 2-6 Maths Workshop



Together we Aspire, Believe, Explore, Achieve

Aims of the session

- Share the approach we use for teaching maths at All Saints
- Discuss Maths Mastery and this approach
- Improve your confidence in helping your child with maths at home

Intent

At All Saints School, we believe that mathematics is essential to everyday life (critical to science, design, sport, technology & engineering, and vital for financial literacy.)

One of our fundamental beliefs is that students deserve a creative and ambitious mathematics curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for everyday life and future employment.

Our ethos is that all children can be successful in the study of mathematics. We do not accept that ‘some children cannot do Maths’ or that children should be limited by prior attainment. Maths is for everyone!

The 'Intent' of our mathematics curriculum has been derived from the aims of National Curriculum for Mathematics:

Fluency

Reasoning

Problem Solving

Fluency

Become fluent in the fundamentals of maths through practice so that they develop conceptual understanding and recall and apply knowledge rapidly and accurately.

Reasoning

Use mathematical language to follow a line of enquiry, identifying relationships and generalisations and develop an argument, justification and proof.

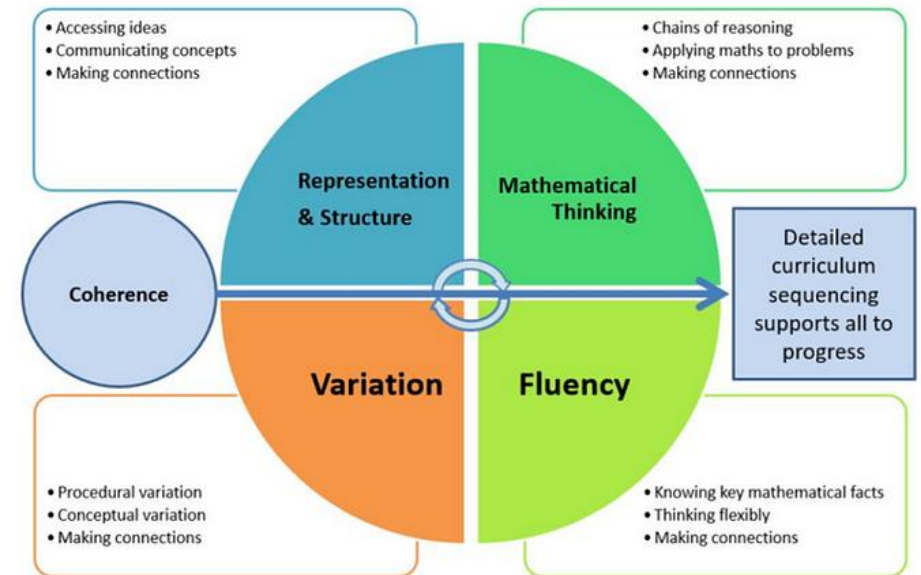
Problem Solving

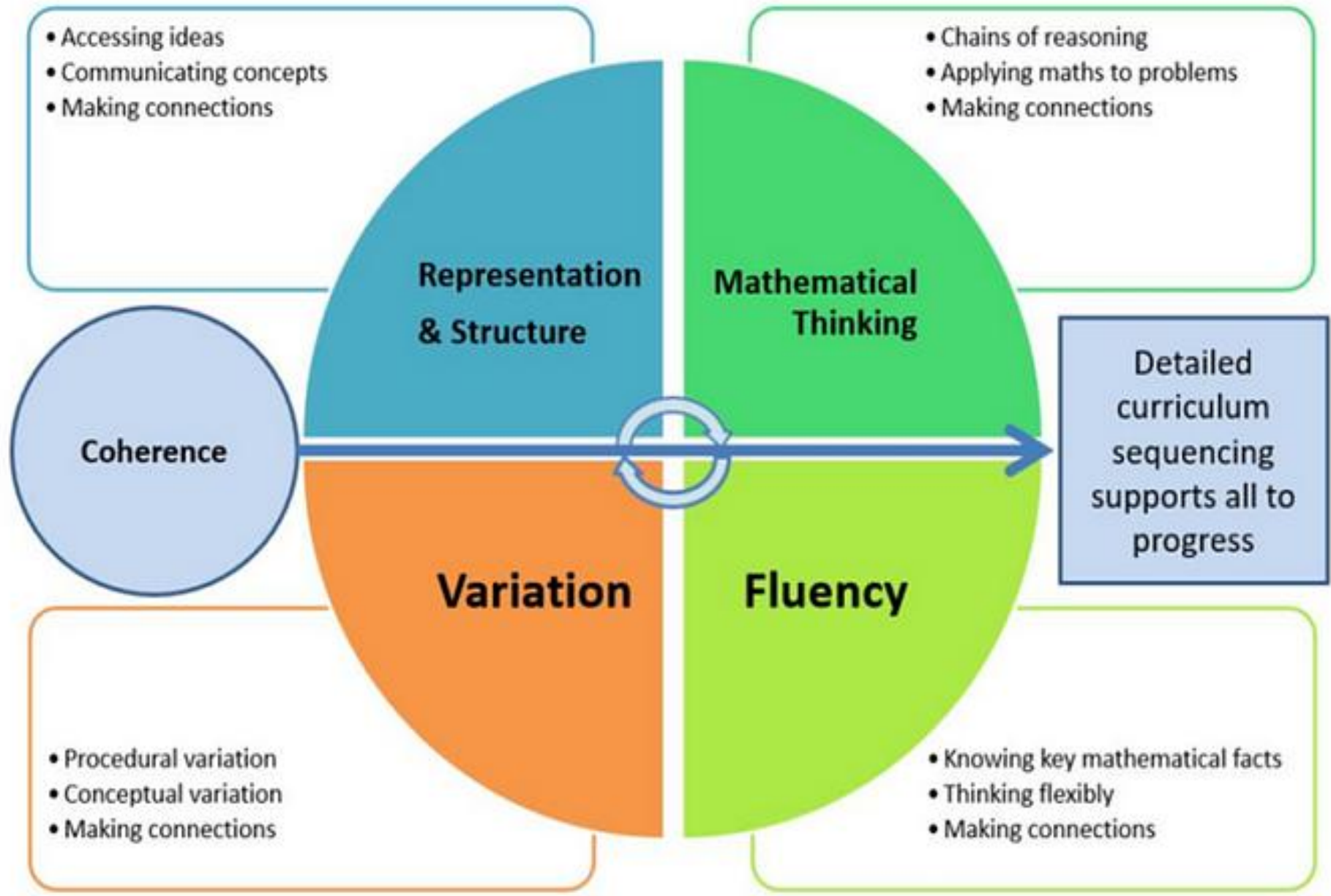
Applying their mathematical knowledge to a variety of problems.

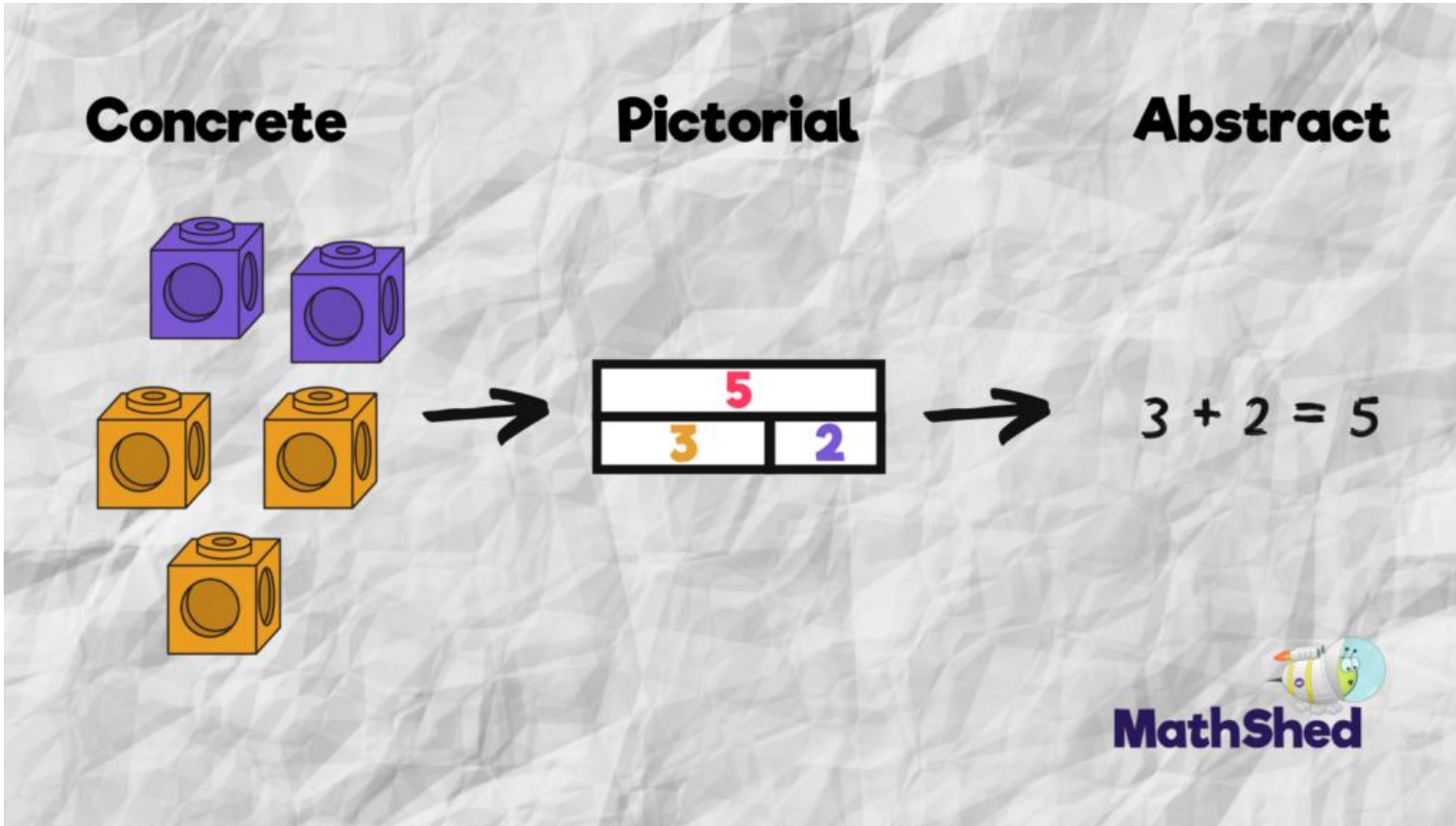
Mastery Approach

Maths mastery means children gaining a deep, lasting, secure and adaptable understanding of mathematics so they can use what they know in new situations.

A ‘teaching for mastery’ approach gives every child the best chance of achieving this by building strong foundations, using clear explanations and representations, and ensuring children don’t move on until they’re ready.”







Concrete:

Children use real objects (like cubes, counters, or coins) to explore a concept and understand what's happening.

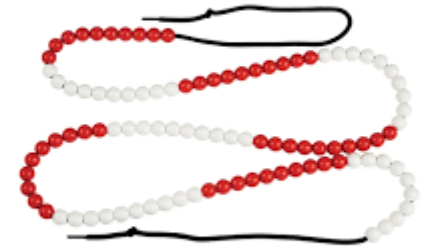
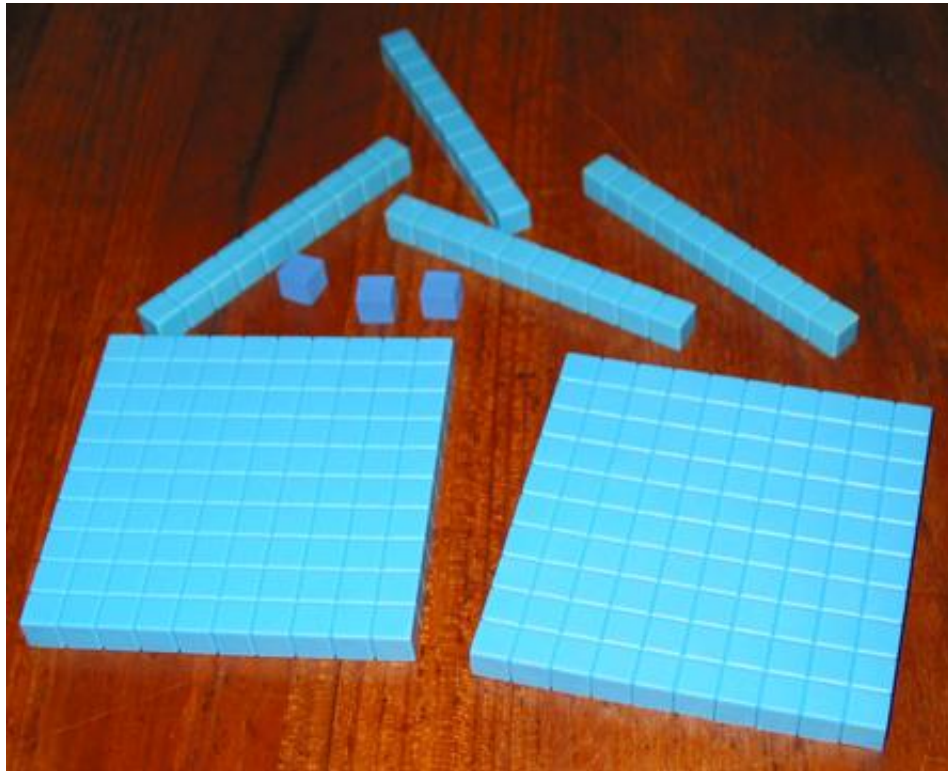
Pictorial:

They then use pictures, drawings, or diagrams to represent the same idea; helping them see it in a different way.

Abstract:

Finally, children work with numbers and symbols (like $3 + 2 = 5$) once they fully understand the concept.

Concrete resources



Ways to help at home

1. Use Everyday Maths

- Let children help with **shopping**: comparing prices, estimating totals, counting change.
- Get them involved in **cooking**: measuring ingredients, doubling or halving recipes.
- Use **timing**: reading clocks, estimating how long tasks take, counting minutes.
- Talk about **shapes and space** when building Lego, drawing, or tidying.
- Reading bus timetables

2. Practise Times Tables

- Use short daily practice (2–5 minutes).
- Try chanting, quick-fire questions, or apps (Times Table Rock Stars, Hit the Button).
- Link tables to real problems (e.g., “How many wheels on 4 bikes?”).



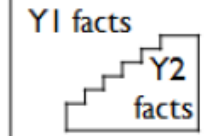
3. Encourage Mental Maths

- Play number games: “What’s 10 more?”, “What’s double 25?”, “Make 100 using these numbers...”.
- Estimate totals when shopping, distances on walks, or scores in games
- Practise number bonds (to 10, 20, 100) and partitioning numbers.

“Having a deep and secure understanding of number lays the firm foundations.” [NCETM](#)

Addition Facts

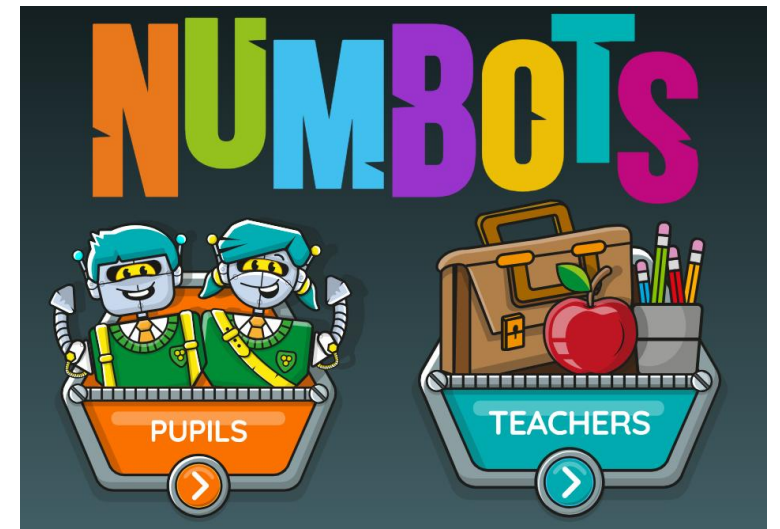
Adding 1	Bonds to 10	Adding 10	Bridging/compensating
Adding 2	Adding 0	Doubles	Near doubles



+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

4. Use Fun Maths Games

- Board games that involve number skills: Monopoly, Yahtzee, Rummikub, Sum Swamp.
- Card games: 21, Snap with multiplication facts, “Make 10”.
- Numbots
- Online platforms:
 - KS2 games on Topmarks
 - BBC Bitesize maths activities
 - NRICH problem-solving tasks



5. Encourage Problem-Solving

- Ask questions like:
 - “How do you know?”
 - “Is there another way?”
 - “What do you notice?”
 - Use real-life problems: sharing snacks fairly, planning journeys, comparing deals.

6. Build Mathematical Vocabulary

- Talk about maths words: greater/less than, divide, multiply, fraction, perimeter, estimate.
- Encourage children to explain their thinking in full sentences.

7. Support Homework - Without Doing It for Them

- . Read instructions together.
- . Ask guiding questions: “What part do you understand?”, “What could you try first?”.
- . Praise effort and strategies, not just answers.

8. Use Visual Models

- . Use objects (pasta, Lego, beads) to show addition, subtraction, multiplication, fractions.
- . Draw bar models or number lines for tricky problems.
- . For fractions: cut fruit, pizzas, or paper to show halves, quarters, thirds.

9. Practise Arithmetic in Context

- Year 2–3: number bonds, 2/5/10 tables, adding and subtracting 2-digit numbers.
- Year 4: times tables up to 12×12 , column methods, simple fractions.
- Year 5: larger numbers, decimals, short division, area/perimeter.
- Year 6: long division, multi-step problems, percentages, ratio.

10. Link Maths to Interests

- Football: points, league tables, averages.
- Art: symmetry, patterns, tessellations.
- Nature: measuring plant growth, tally charts.
- Tech: coding with Scratch or Hour of Code.
- Sudoku, code-breaking puzzles, logic grids.
- Strategy games like chess or Connect Four.

