



Hillcross Primary School

Maths Newsletter, Summer 1

Summer 1

Here is our latest edition of the newsletter. Please read on to find out what your child has been up to in their maths lessons this half term.

We encourage all families to revisit our Maths - Teaching for Mastery website page via this link:

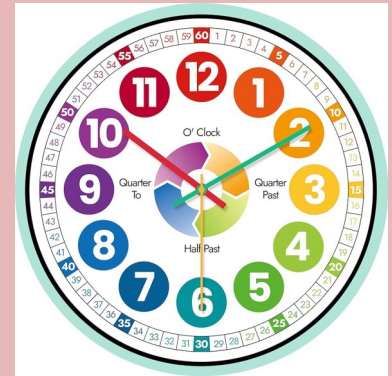
<https://www.hillcross.merton.sch.uk/our-learning/curriculum/maths>. There is a wealth of information that can be accessed here to help parents familiarise themselves with the Maths Curriculum and the teaching approach the children are familiar with.

Helping Your Child At Home:

We have noticed that there are a number of children who are in the 'Learning Pit' with the concept of 'telling the time'. Although this concept is taught in each year group in school, it is a mathematical skill that can be applied at home, outdoors, in the park or wherever! It is a fundamental life skill that children need in order to move throughout their learning journey.

This interactive clock is a fantastic online tool to use with children across the school in order to support them in telling the time and becoming more confident:

<https://www.topmarks.co.uk/time/teaching-clock>



Please see below *some* of the National Curriculum attainment targets for each year group, involving 'telling the time':

- * **By the end of Year 1, children should be able to:** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- * **By the end of Year 2, children should be able to:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- * **By the end of Year 3, children should be able to:** estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.
- * **By the end of Year 4, children should be able to:** read, write and convert time between analogue and digital 12- and 24-hour clocks.
- * **By the end of Year 5, children should be able to:** solve problems involving converting between units of time.
- * **By the end of Year 6, children should be able to:** use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit.

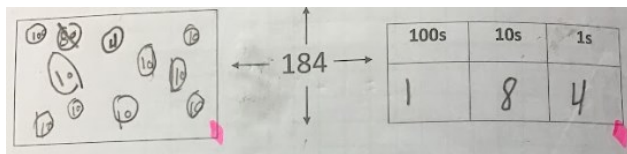
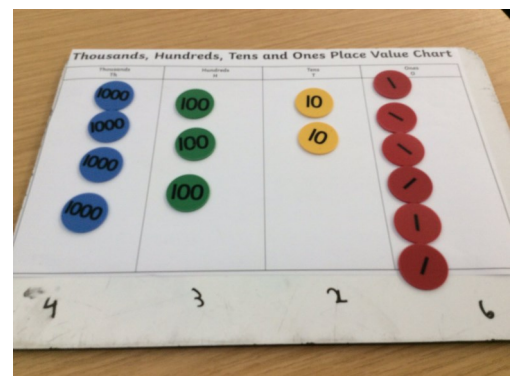
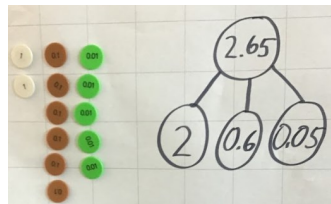
Representations: Place Value Chart and Place Value Counters

Representations are crucial in a maths lesson to expose the mathematical structure and to support the context of the learning. Over time, children should progress to using the abstract without the representation. This is when the maths seems easy!

A **Place Value Chart** is a representation of number. This can be used to support children to read and write numbers accurately, as well as apply knowledge and transfer learning to other areas of maths, such as: rounding, decimals and percentages. A Place Value

Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths

Chart is used across the school to help children understand our number system. Place Value Counters are used to represent the number and can be used to support fact fluency, including addition and subtraction facts.



Famous Mathematicians: Florence Nightingale

"I attribute my success to this: I never gave or took any excuse."

Although you may know Florence Nightingale for her nursing skills during the Crimean War, as our Year 2s would have learnt this year as historians, she also used her mathematical and statistical knowledge to advise the British Army and government on the best approaches for medical data collection and management, thus significantly reducing mortality rates. She **revolutionised the idea that social phenomena could be objectively measured and subjected to mathematical analysis**. She was an innovator in the collection, tabulation, interpretation, and graphical display of descriptive statistics.



Improving Fact Fluency

Each week, your child will be focusing on a '**Number of the Week**'. In school, children will have opportunities to explore the outdoors, their learning environment and work independently and collaboratively to solve challenges linked to that number. Please ask your child what the number of the week is and encourage them to talk about that number in detail. Please continue to look on 'X' to see our wonderful learning.