

Friday 27th September  
Kate Webster

Year 3 and Year 4 parents Maths Learning  
Workshop: Fluency, Addition and Subtraction

**You need:**

- a copy of the flip
- a pen and pencil
- a mini whiteboard

## Aims:

- To discuss what we mean by fluency and ideas for helping at home
- To practise some written and visual methods for addition and subtraction
- To use some of the key mathematical terminology

## Timestable progression

Year 1: **2x, 5x** and **10x tables**

Year 2: **3x, 6x** and **4x tables**

Year 3: **8x, 7x** and **9x tables**

Year 4: **11x, 12x** and **revision**

**Fluency** = recalling each fact in any order, including the related division fact



# The Multiplication Tables Check (MTC)

Statutory from July 2020 for all Year 4 children

The DfE states that the motivation behind the MTC is purely to allow teachers a chance to identify children who need some more help with their times tables to stop them from falling further behind their peers as they move up to Year 5 and then Year 6.



Department  
for Education

- any fact up to 12 x12
- i-pads
- 25 questions
- 6 seconds

## How you can help at home

### Useful websites:



<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

**Timed tests - very similar to the real test**



<https://www.timestables.co.uk/>

**A range of tests for all the times tables**



<https://www.timestables.co.uk/>

**Multiplication grids - tested against a timer**

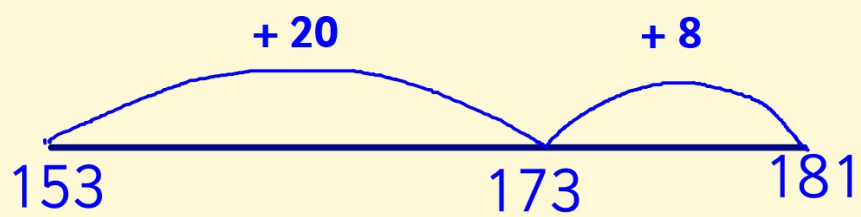
*Your child also has their own log in for 'Purple Mash' which has lots of really fun games.*

## Addition on a number line

$$153 + 28 =$$

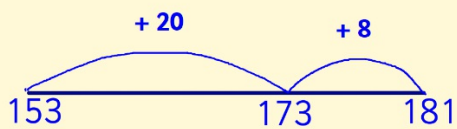
20 8

partitioning



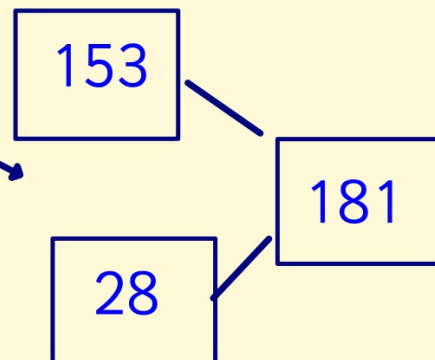
## Addition

$$153 + 28 = 181 \quad \leftarrow \text{equation}$$



$\leftarrow$  number line

part, part, whole model



inverse  $\rightarrow$

$$181 - 28 = 153$$
$$181 - 153 = 28$$

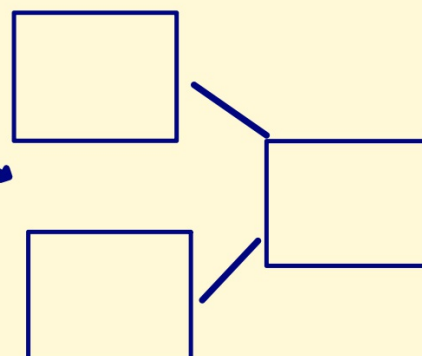
Your turn:

$$234 + 62 = \underline{\hspace{2cm}}$$

← equation

\_\_\_\_\_ ← number line

part, part, whole model



inverse  
equations →

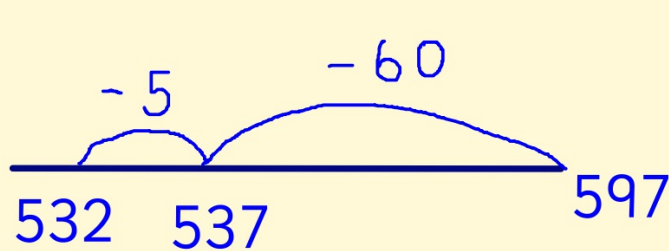


## Subtraction

$$597 - 65 = \underline{\quad}$$

60   5

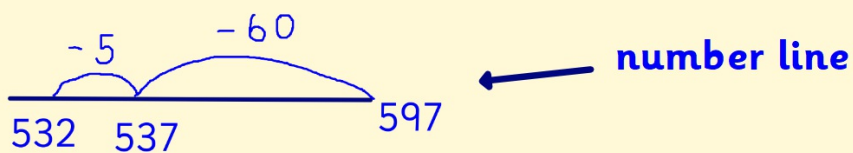
← **equation**



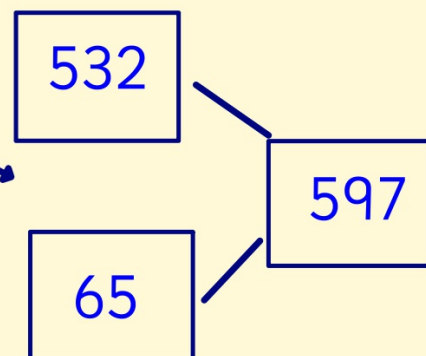
↙ **number line**

## Subtraction

$$597 - 65 = 532 \quad \leftarrow \text{equation}$$



part, part, whole model



inverse  
equations

$$\begin{aligned} 532 + 65 &= 597 \\ 65 + 532 &= 597 \\ 597 - 532 &= 65 \end{aligned}$$

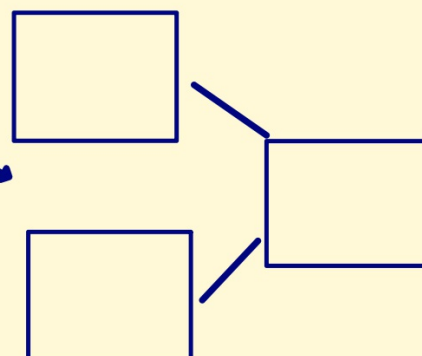
Your turn:

$$648 - 27 = \underline{\hspace{2cm}}$$

← equation

\_\_\_\_\_ ← number line

part, part, whole model

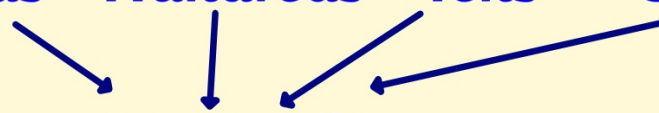


inverse  
equations →

Column Method for addition and subtraction

$$1251 + 237 = \underline{\hspace{2cm}}$$

**Thousands      Hundreds      Tens      Ones**



$$\begin{array}{cccc} \text{Th} & \text{H} & \text{T} & \text{O} \\ 1 & 2 & 5 & 1 \\ + & & 2 & 3 & 7 \\ \hline \end{array}$$

place value chart

Column Method for addition and subtraction

$$4658 - 537 = \underline{\hspace{2cm}}$$

**Thousands      Hundreds      Tens      Ones**


$$\begin{array}{r} \text{Th} \text{ H } \text{T} \text{ O} \\ 4658 \\ - 537 \\ \hline \end{array}$$

place value chart

Any questions or worries, please see your class teacher or myself.

More information about strategies and resources will be given out at parents evening.

Thank you for coming. Please fill out an evaluation form.