

Friday 4th October

Kate Webster

Vicky Vincent

Year 5 and Year 6 parents Maths Learning  
Workshop: Fluency, Addition and Subtraction

**You need:**

- a copy of the flip
- a pen and pencil
- evaluation form

## 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

## Times tables 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**

**Year 5 & 6: Totally secure in these facts**

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

The diagram shows a central multiplication fact,  $4 \times 5 = 20$ , with two arrows pointing to related division facts. One arrow points to  $20 \div 5 = 4$  and the other points to  $20 \div 4 = 5$ .

$$4 \times 5 = 20 \quad \begin{array}{l} \nearrow 20 \div 5 = 4 \\ \searrow 20 \div 4 = 5 \end{array}$$

## 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.*

## Fluent recall of number bonds to 100

$80 + \underline{\quad} = 100$

$30 + \underline{\quad} = 100$

$50 + \underline{\quad} = 100$

$70 + \underline{\quad} = 100$

$10 + \underline{\quad} = 100$

$25 + \underline{\quad} = 100$

$45 + \underline{\quad} = 100$

$15 + \underline{\quad} = 100$

$85 + \underline{\quad} = 100$

$55 + \underline{\quad} = 100$

$64 + \underline{\quad} = 100$

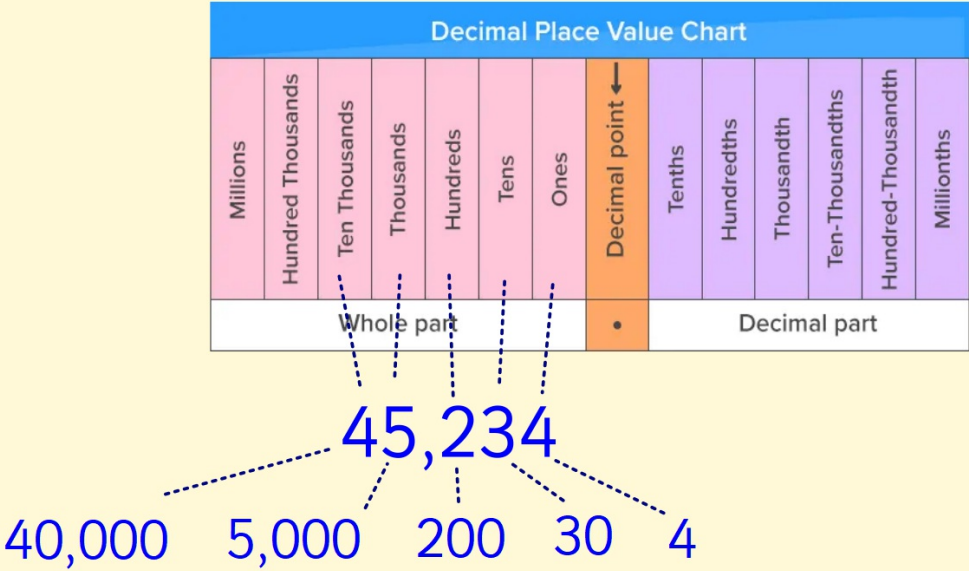
$34 + \underline{\quad} = 100$

$54 + \underline{\quad} = 100$

$84 + \underline{\quad} = 100$

$24 + \underline{\quad} = 100$

# Understanding of place value



## Understanding of place value

Decimal Place Value Chart												
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Decimal point ↓	Tenths	Hundredths	Thousandth	Ten-Thousandths	Hundred-Thousandth
Whole part							•	Decimal part				

342.67

300   40   2   0.6   0.07

## Your turn

27,378

67.98

Decimal Place Value Chart													
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Decimal point ↓	Tenths	Hundredths	Thousandth	Ten-Thousandths	Hundred-Thousandth	Millionths
Whole part							•	Decimal part					



## Rounding and estimating

- Children need this as a real life skill

In a shop, something costs £5.99 and £2.75. How can you quickly work out if you have enough money?

£5.99 is close to £6 and £2.75 is close to £3.  
Therefore, I know I need £9.

### Rounding and estimating

- When these skills are secure, children use them to check that their answers are sensible.

$$388 + 521 = ?$$



$$400 + 500 = 900$$

$$388 + 521 = 909$$

## Rounding

- The same number can be rounded to the nearest 10, 100, 1000

$$\begin{array}{lcl} 4631 & \xrightarrow{\text{nearest } 10} & 4630 \\ & \xrightarrow{\text{nearest } 100} & 4600 \\ & \xrightarrow{\text{nearest } 1000} & 5000 \end{array}$$

## Rounding


- The same number can be rounded to the nearest 10, 100, 1000

5679      nearest 10  
            ————→  
            nearest 100  
            ————→  
            nearest 1000  
            ————→

Column Method for addition and subtraction

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

**Thousands      Hundreds      Tens      Ones**



**Th H T O**  
1251  
+ 237  

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place value chart

## Column Method for addition and subtraction

$$\begin{array}{r} 1251 \\ + 237 \\ \hline 1488 \end{array}$$

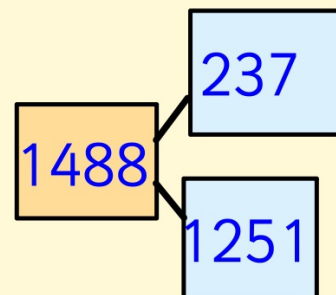
addend      addend      sum

Part part whole  
model

Inverse

$$\begin{array}{r} 1488 \\ - 1251 \\ \hline 237 \end{array}$$
$$\begin{array}{r} 1488 \\ - 237 \\ \hline 1251 \end{array}$$


minuend      subtrahend      difference



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

Let's practise exchanging

$$2481 - 552 = \underline{\hspace{2cm}}$$

**Thousands      Hundreds      Tens      Ones**


$$\begin{array}{r} \text{Th} \text{ H } \text{T} \text{ O} \\ 2481 \\ - 552 \\ \hline \end{array}$$

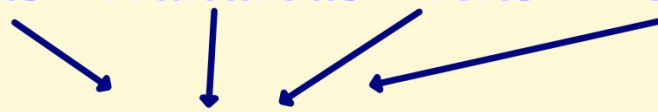
place value chart



Let's practise re-grouping

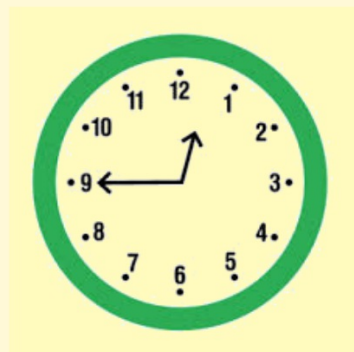
$$3629 + 534 = \underline{\hspace{2cm}}$$

**Thousands      Hundreds      Tens      Ones**


$$\begin{array}{cccc} \text{Th} & \text{H} & \text{T} & \text{O} \\ 3 & 6 & 2 & 9 \\ + & 5 & 3 & 4 \\ \hline \end{array}$$

place value chart

## How to support telling the time

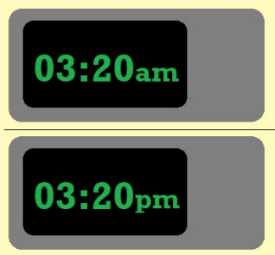


analogue

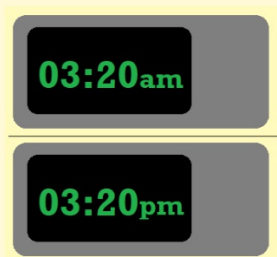
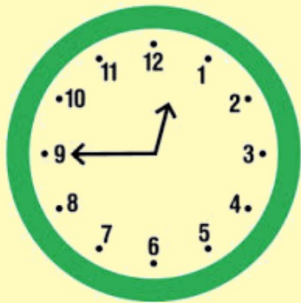
digital

am/ pm

24 hour



## How to support telling the time



Ask your child what the time is.

Model looking at your watch/ a clock/ clock on your phone.

Ask what happens at certain times at the day.

"What time did we leave school?"

"What will you be doing at 6 o'clock?"

Tell them what will happen at certain times.

"You're going to bed at 7.30 / half past seven."

### Your actions:

- Play games to support your child developing their number sense
- Help them solve simple addition and subtraction equations using the strategies we've practised today.
- Ask them to represent different equations using the part part whole model and the bar model.
- Every day, discuss reading the time.

## Your actions:

- Have at least one conversation every day about real life uses of numbers



### Ingredients

100g plain flour  
2 large eggs  
300ml milk  
1 tbsp sunflower or vegetable oil, plus a little extra for frying  
lemon wedges, to serve (optional)



Write down another example

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Any questions or worries, please see your class teacher or Ms Vincent or Ms Webster.

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

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