Curriculum Update

Welcome to a new section of the weekly newsletter. Each week we will focus on a different area of the curriculum, sharing information about what and how we teach that subject across the school as well as any tips for how you can get involved.

This first edition is all about **Maths**

Multiplication tables

Did you know that by the end of Year 4, children should be confident in all of the multiplication facts from 1x1 up to 12x12? Not only this, but they also need to be able to recite them quickly and accurately and understand the related division facts.

For example 9 x 8=72 72÷8=9

We practise these in different ways, including chanting, singing songs and playing games.

The teaching of multiplication tables forms an important part of our maths lessons.

Times Table Rockstars is an excellent practice tool that can be used at home and we have a parent guide on our website to help you understand the different game modes. We would encourage all children, beginning from the end of Year 2, to access this programme regularly to help practice and recall of key facts.

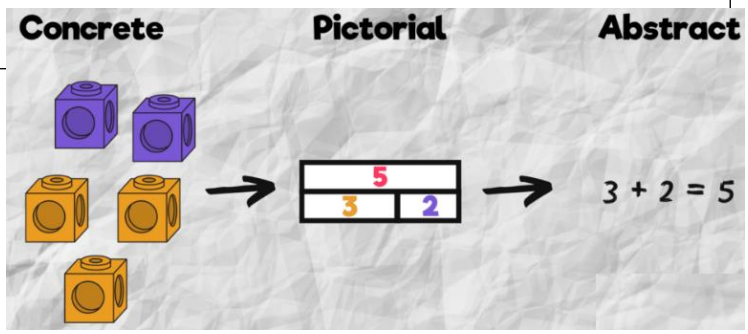
Y1	Count in multiples of 2, 5 and 10
Y2	Recall and use 2, 5 and 10
Y3	Recall and use 3, 4 and 8
Y4	All tables up to 12 x 12
Y5	Revise all facts up to 12 x 12
Y6	Revise all facts up to 12 x 12

Concrete-pictorial-abstract

Within maths lessons at school, we try to present new topics and content in a variety of ways. This could be through resources and mathematical manipulatives, through images or through a written method. We call this the 'concrete-pictorial-abstract' approach.

This approach to teaching maths (children can move backwards and forwards on this from lesson to lesson or between topics) allows children to fully grasp difficult concepts and to explore new ideas before they apply their learning to a formal written method.

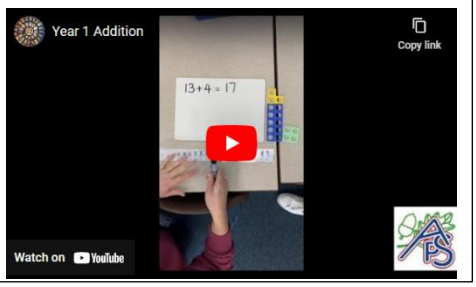
This approach is used in lessons across the school from Reception all the way through to Year 6.



Who was Katherine Johnson?

Katherine Johnson was born in 1918 in West Virginia, USA. She loved maths at school and college and after teaching maths for a few years, she moved to a job at NASA, working out the calculations needed for space flight. As a woman of colour, she had lots of social barriers to overcome. She went on to become one of the world's most important mathematicians – helping to calculate the trajectories of Neil Armstrong's Apollo 11 mission to the moon.

Did you know?

We have lots of helpful videos and guides on our website that show you how we teach various aspects of maths.

Click on the image to see more