

# East Wittering Community Primary School

## A MATHS GUIDE FOR PARENTS



### Maths Makes Sense

At East Wittering we teach Mathematics using a programme called Maths Makes Sense (MMS). It is a learning system which has been carefully designed to teach maths in a **very hands-on and active way**, ensuring children have a true understanding, from the very start, as MMS is introduced in Reception!

- It identifies the key concepts children need to learn in order to achieve success. Ten big ideas are taught logically and consistently throughout the school which ensure all children understand and apply maths effectively.
- The children use concrete objects which include cups, cards and sticks; these create a really hands-on and visible representation of maths, so concepts are clear to all learners.
- We use physical actions so children develop a deep understanding of mathematical concepts (and it is fun!).
- The combination of objects, actions and vocabulary makes maths accessible to children from the youngest age.
- It has a shared, whole school maths language which ensures clarity of understanding and purpose for every child.
- It uses proven teaching strategies such as direct instruction, guided practice and partner teaching.

**Since the introduction of Maths Makes Sense, your child may be using terms you are finding confusing. For example, 'ty'.**



When we talk about 60, 70 or 80 (6 ty, 7 ty, 8 ty), it is easy for children to relate this to 6, 7 or 8 tens. But when we say numbers such as twenty, thirty and fifty it is not so clear. The 'teen' numbers (e.g., eleven, twelve) are **even more confusing**. When we ask young children to write 18 they often write it as 81 because they hear the number 8 first.

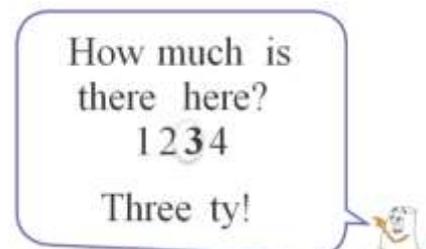
In MMS we teach the children to 'say it in English' and 'say it in maths'.

For example, we say 318 in 'English' as *three hundred and eighteen (as usual)*.

In 'Maths' we say, *'three hundred and one 'ty' eight'*.

The children quickly begin to understand both ideas and one 'ty' eight emphasises how children are taught place value (one 10 and 8).

So 11 becomes 1 'ty' 1, 12 becomes 1 'ty' 2, 20 becomes 2 'ty', 30 becomes 3 'ty' and 56 becomes 5 'ty' 6!



**In each classroom you'll find a 'resources' table (where the cups begin their maths journey) and a 'maths' table (where the calculation takes place).**

**Here are some examples of how we use cups and actions to teach the four operations...**



**+**  
Get ready to get some more!

## ADDITION

e.g.  $4 + 6 = ?$

Action: wiggle your fingers over the resources table! "Pick up four cups and put them on the maths table. Get ready to get some more. Put 3 more cups on the maths table. Look at the maths table and count. How much is there here?"

## SUBTRACTION

e.g.  $9 - 5 =$

**-**  
Get ready to take away!

"Put 9 cups on the maths table!" Action: wiggle fingers over the cups. "Get ready to take away. Take 5 cups from the maths table and put them on the resources table. Look at the maths table and count. How much is there here?"



## MULTIPLICATION

e.g.  $3 \times 5 = ?$

"Put 3 cups on the maths table. FREEZE! I love what you're doing; do it 5 times. Look at the maths table and count. How much is there here?"

**X**  
I love what you're doing!  
Do the same thing lots of times.



÷  
Look at it  
and wonder!



## DIVISION

e.g. 8 divided by 2 =?

“Put 8 cups on the maths table. Look at them and wonder! Put them into piles of 2. Look at the maths table and count those piles? How many piles did you count?”

MMS also emphasises the value of ‘partner teaching’.

Research indicates that one of the best methods to embed learning is to teach! The children, therefore, work with a partner, taking turns to ‘teach’ each other.



### THE CHILDREN THINK ...

Using cups helps when we are counting..... I can see what is happening... I am doing the question with the cups .....it helps because we’re not all able to do it quickly!



More information can be found on the Maths Makes Sense website at <http://www.oup.com/oxed/primary/mms>

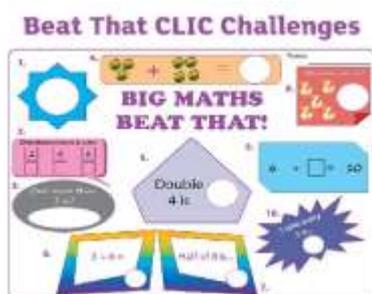
## BIG MATHS



**Learn Its'** – Flash cards, which are used daily, to help children learn all addition facts to  $9 + 9$ , then multiplication tables. The objective is for children to have **rapid recall** of these vital facts. For example once they know that  $9 + 6 = 15$ , they find it easier to learn  $15 - 9$ ,  $90 + 60$  and many other associated facts. Mental strategies improve immensely once the children have access to these facts.

**Recall challenge;** the children work through a series of timed activities, to answer as many addition or multiplication facts as they can in the time given (e.g. 60 seconds). In year 1 and 2 children are challenged to answer addition facts and 2, 5 and 10 times table facts. As soon as they are able to complete these, they are challenged with more multiplication facts. Learn Its' and Recall challenges are closely linked.

$9 + 9 =$	$8 + 8 =$	$2 + 8 =$
$3 + 7 =$	$6 + 2 =$	$6 + 6 =$
$5 + 2 =$	$7 + 7 =$	$7 + 2 =$
$6 + 3 =$	$4 + 3 =$	$1 + 9 =$
$9 + 2 =$	$5 + 5 =$	$4 + 2 =$
$4 + 6 =$		$5 + 3 =$



**Clc tests** are also given weekly. Children work through different levels, starting in year 1. These test the children's understanding of basic maths concepts; counting, the four operations, place value and, as they progress to year 4, 5 and 6, more complex concepts such as square numbers and decimals/fractions/percentages.

*The children enjoy participating in all of these activities as they are able to challenge themselves and measure their own progress and successes.*

*Teachers are able to use these activities to track progress and identify teaching points.*

**If you are confused about any strategies or language used in maths teaching, you are welcome to talk to the class teacher or to me!**

